ENGLISH LANGUAGE TEACHING IN PRIMARY SCHOOLS

HANDBOOK FOR CASTILLA-LA MANCHA

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PRESENTATION

Introducing this handbook of teaching English as a foreign language aims to present a basic approach to the existing knowledge, strategies, methods and the reality of English language teaching. In addition to this introductory and general point of view, concerning foreign language teaching, it intends to present the contextualization of English teaching in Castilla-La Mancha, what it supposes in practice to be an English teacher in our region, given that this general knowledge must be applied in a reality ruled by a particular legislation in a specific territory. We have to take into account the particular characteristics of the Spanish educational backgroung.

It is important to bear in mind that the Spanish educational system is a decentralized one. This implies that the main laws and state decrees that are drawn up in the country are adopted by autonomous legislation of each of the 17 autonomous communities that are part of Spain. Therefore, especially concerning the legal issues, we are going to focus on the state and regional Castilla-La Mancha law background, which will help us to have a better understanding of the context we are dealing with.

In the first chapter we are going to deal with the Common European Framework of Reference for Languages and the opportunities and challenges it poses for language teaching in primary schools.

The second chapter will focus on the English curriculum and it´s current legal basis in Spain and particularly in Castilla- La Mancha. The legal evolution in our country since the early 1970´s to nowadays will be presented. We will also analyze the role of the key competences based on this legal background.

The third chapter will show the main features of syllabus design and, particularly, how to programme units of work. Some practical issues are going to be presented.

The fourth chapter will be based on second language learning. A short revision of the main theories and facts will be shown in this chapter.

In the fifth chapter we will overview some aspects related to English language teaching to young children, organizing communicative lessons, dealing with classroom management and students assessment.

In the sixth chapter we are going to review the use of information and communication technologies in the foreign language classroom and the way to develop the five skills by means of those resources in order to facilitate the students' autonomy.

The annexes include useful and more detailed information refered to the main topics presented in this handbook and are a brief compilation of complementary material suitable for a deeper study.

The structure of this book has been adapted to the contents of the subject "Didáctica de la Lengua Inglesa", part of the primary school teacher degree of the Education Faculty of the Castilla-La Mancha University. It aims to be a useful handbook inspired by the principles of open license, which allows the users to access, use, adapt and distribute the contents under the terms of copyleft, preserving the same conditions when doing this.

Index

UNIT 1. THE COMMON EUROPEAN FRAMEWORK OF REFERENCE FOR LANGUAGES AND THE LANGUAGE PORTFOLIO

The concepts and ideas presented here are an adaptation of the European Framework of the Council of Europe[1] , and aims to clarify the main aspects of this instrument to university students and teachers, giving a practical and didactic approach.

1.1. The Common European Framework of Reference for Languages

The Common European Framework of Reference for Languages (CEFR). What is the CEFRL?

According to the Council of Europe[2] "Languages are a fundamental aspect of people's lives and the democratic functioning of society"[3]. This fact is a conclusion related to the needs identified by its member countries and helps to coordinate a common basis for language learning throughout Europe.

The **CEFR** is a set of global benchmarks for language proficiency[4]. It distinguishes **five** communicative skills: **listening, spoken interaction, spoken production, reading** and **writing.**

We can differenciate **six graded** levels of proficiency within each one of the skills:

A1 Breakthrough

A2 Waystage

B1 Threshold

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[1] Common European Framework of Reference for Languages: Learning, Teaching, Assessment. Strasbourg: Council of Europe, 2001.

[2] The Council of Europe (Conseil de l'Europe in French) is an international organisation whose stated aim is to uphold human rights, democracy and the rule of law in Europe. Founded in 1949, it has 47 member states.

[3] Retrieved from https://www.coe.int/web/language-policy

[4] Retrieved from: lenguainglesaysudidactica.files.wordpress.com Author: Alonso Mateo

B2 Vantage

C1 Effective Operational Proficiency

C2 Mastery

The benchmarks in the first **three** levels reflect the **minimum** proficiency required for full participation in mainstream classrooms. These levels can be organized into three wider levels: Basic User, Independent User and Proficient User.

Key Ideas

The CEFRL recognises **partial competency:** a pupil could be working towards A1 in writing but A2 in reading. Any new knowledge is added to our previous knowledge and additionally conditioned by our previous knowledge. Therefore it serves to modify and re-structure this knowledge, even partially. In certain contexts (like language immersion situations, with a language of instruction different from the mother tongue), an enrichment of linguistic and other knowledge is given.

The CEFRL is recognised across Europe, therefore it is transnational and not just related to a few countries.

It is developmental: a pupil could not be at A2 level in a skill area unless he / she was competent in all benchmarks within that skill area at A1.

It is not age specific (although the reading and writing benchmarks may not be suitable in lower primary courses).

Achievement of level B1 reflects the **minimum** proficiency required for participation in mainstream classrooms

Why should we use the CEFR? A short brainstorming.

The CEFR was established as a collection of benchmarks that helps monitor the pupils' language progress, which is especially useful to set the level of the new students. It can help to identify what a pupil can do but also what he / she is

finding difficult. It helps to provide a more accurate language teaching and learning support and also be helpful as an aid to identify any possible additional need. The framework requires that schools do their part of the job by filling their own CEFR records.

Keeping records

The CEFR pupil progress can be updated from one year to the next and held on the school system.

Group profile template are also available electronically for large numbers of pupils.

The CEFR records will help with the assessment forms required for audit purposes.

Using the CEFR in planning

It may be useful to include 1-2 CEFR benchmarks in planning for different topics, so that there are achievable targets for Newcomer pupils.

The CEFR benchmarks and strategies sheet may provide some ideas to include in planning to help pupils reach targets.

What next?

Think about how you will use the pupil progress record in your school?

Consider the following:

How often will it be reviewed?

How will information be shared between staff who work with pupils?

How would the records be used to help:

 Is there any plan to support pupils?

 Will it include a progress report to parents?

1.2. The Language Portfolio

From the Common European Framework of Reference to the European Language Portfolio

Overview

What is the European Language Portfolio?

The European Language Portfolio (PEL)[5] is a personal document promoted by the Council of Europe in which those who learn or have learned a language, either at school or abroad, can register their language learning experiences and cultures and reflect on them.

The Portfolio consists of 3 obligatory components:

Language Passport

It is updated regularly by the owner. It reflects what he knows how to do in different languages. By means of the Self-Assessment Chart, which describes competencies by skills (speaking, reading, listening, writing), the holder can reflect and self-evaluate. It also contains information about diplomas obtained, courses you have attended as well as contacts related to other languages and cultures.

It summarizes the owner's linguistic identity and language learning and intercultural experience; records the owner's self-assessment against the Self-assessment Grid in the CEFR

Language biography

It describes the experiences of the holder in each of the languages and is designed to guide the learner when planning and evaluating their progress.

According to Little (2011), "it provides a reflective accompaniment to the ongoing processes of learning and using second languages and engaging with the cultures

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[5] Retrieved from Council of Europe: https://www.coe.int/en/web/portfolio/introduction

associated with them; it uses 'I can' checklists for goal setting and self-assessment"[6].

Dossier

It contains examples of different kind of works done by the learner to illustrate his/her language skills and knowledge. (Certificates, diplomas, written works, projects, audio recordings, video, presentations, etc.). It Collects evidence of the second language proficiency and intercultural experience achieved; supports portfolio learning.

The Language portfolio has got two main functions:

Pedagogical function – The Language Portfolio is planned to make the process of language learning more explicit to the learner, increasing therefore the learner autonomy (cf. the Council of Europe's commitment to education for democratic citizenship and lifelong learning).

Reporting function – The European Language Portfolio contributes giving practical evidence of the second language proficiency and the intercultural experience of the learner (cf. the Council of Europe's interest in developing a unit credit scheme in the 1970s).

Key features:

- It values all learnings related to language and also intercultural learning, independently from where it takes place, which can be in formal educational contexts or in informal ones.

- Some educational traditions find this problematic, as it supposes an important change in their insight of language teaching.

- It is designed to foster plurilingualism and pluriculturalism in language learners.

- This has posed a particular challenge to ELP design

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[6] Retrieved from https://slideplayer.com/slide/5183531/

- The revised French ELP for older adolescents and adults (5.2000 rev.2006) marks an important breakthrough

A short history of the ELP: from 1991 to 2007

According to Little, Goullier, & Hughes, (2011), the main milestones towards the ELP are:

The Rüschlikon Symposium (1991), held in Switzerland. Among its recommendations, the two main ones were: to develop a Common European Framework and to establish a working party to consider possible forms and functions of a European Language Portfolio. It also proposed to include a section in the ELP relating formal qualifications to a common scale at a European level. In this section the learner could keep a personal record of the language learning experiences, and possibly examples of the work done.

As a result of the Intergovernmental Rüschlikon Symposium, at the initiative of the Swiss Federal Government on 'Transparency and coherence in the teaching of languages in Europe: objectives, evaluation, certification', the main agreements were:

- It is necessary to intensify the learning and teaching of languages in the member countries, in the interests of a greater mobility, more effective international communication combined with respect for identity and cultural diversity, better access to information, a more intense personal interaction, an improvement in working relationships and a deeper mutual understanding.

- To achieve these goals, it is necessary to promote the learning of languages as a life learning task and facilitated throughout schooling, from pre-school education to adult education.

- The development of a European reference framework for language learning at all levels is desirable, in order to:

- Promote and facilitate cooperation between educational institutions in different countries.

- To settle a common foundation for the mutual recognition of language certificates and qualifications.

- To help students, teachers, course designers, examining institutions and educational managements to consolidate and coordinate their work.

- In 1997 the second draft of the CEFR was published by the Council of Europe. In addition to this, a series of studies that researched on how the ELP could be implemented in relation to different aspects of language learning was published[7]. Those publication of proposals for the development of ELP targeted language learners of different ages and in different domains (CoE 1997).

From 1998 to 2000[8] ELP several pilot projects were implemented in fifteen Council of Europe member states and by three international non-governmental organizations (INGOs)[9] which were: ALTE/EAQUALS, CercleS, ELC. About 2,000 teachers and 30,000 learners were involved in this pilot project.

According to the final report by Rolf Schärer (2000) the rational of the project was to settle the basis for the Implementing of a European Language Portfolio throughout Europe, taking into account that before that implementation can be recommended, the ELP has to have passed practical tests and a proven effectiveness. That implies that he demand on resources to achieve the expected results needed to be clear.

A milestone towards the European Language Portfolio is the **Cracow Resolution of the year 2000** (see annex I), held by the European Ministers of Education, whose main recommendations to the Governments of member states are:

1. implement or create conditions to foster the implementation and extention of the ELP, in agreement with the Principles and Guidelines laid down by the Education Committee;

2. Where it is decided to introduce the ELP, they have to:

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[7] Retrieved from https://rm.coe.int/16804595a7

[8] 1998-2000: evolution of Principles and Guidelines (CoE 2000; annotated version, CoE 2004; now part of European Language Portfolio: Key Reference Documents, CoE 2006)

[9] An international non-governmental organization (INGO) has the same mission as a non-governmental organization (NGO), but it is international in scope and has outposts around the world to deal with specific issues in many countries.

a) ask a competent body to examine ELP models for compulsory education, to establish whether they meet the agreed criteria, and to forward them with a recommendation to the European Validation Committee;

b) ask the competent body to monitor compliance with the Principles and Guidelines at the national, regional, local level;

c) create conditions to enable learners to use ELPs throughout formal and informal education;

d) assist teachers in the effective use of the ELP through appropriate training programmes and support;

e) take steps to ensure that an ELP is acknowledged as a valid record of competence regardless of its country, region, sector or institution of origin;

f) facilitate co-operation between education institutions and other relevant agencies at all levels, be they public or private, with a view to the harmonious development and implementation of ELPs;

g) monitor the dissemination and impact of the ELP and report the findings to the Council of Europe on a regular basis, and at least once every three years.

Today the Council of Europe's website lists include 80 validated and accredited ELPs from 25 countries: Austria, Belgium, Bulgaria, Croatia, Czech Republic, France, Georgia, Germany, Greece, Hungary, Iceland, Ireland, Italy, Lithuania, Netherlands, Poland, Portugal, Russian Federation, Slovak Republic, Slovenia, Spain, Sweden, Switzerland, Turkey, United Kingdom

3 INGOs: EAQUALS/ALTE, CercleS, European Language Council.

1 consortium: Milestone Project (Socrates-Comenius 2.1).

According to figures submitted by ELP contact persons in Council of Europe member states, approximately 2 million ELPs had been distributed by 2005.

There is a small but convincing body of empirical research to show that the ELP can make a positive difference to language learners and teachers, for example:

- Finland (Kohonen 2002, 2004).

- Czech Republic (Perclová 2006).

- Ireland (Ushioda and Ridley 2002, Sisamakis 2006).

But a wealth of anecdotal evidence suggests that there is a lot of resistance to the ELP: 2 million ELPs may have been distributed, but it seems that only a small percentage are in regular use.

Because the ELP (with the CEFR behind it) poses a challenge to pedagogy, curricula and assessment.

The challenge to pedagogy

The ELP is designed to promote the development of <u>learner autonomy</u>. It does this by stimulating reflection on the content and process of learning and (especially) assigning a central role to self-assessment.

This aspect of ELP use requires significant pedagogical innovation: despite the aim of many national curricula to promote learner independence and critical thinking, self-assessment and other forms of reflection are not widely practised.

The challenge to pedagogy is also a challenge to teacher education

The challenge to curricula

The ELP is often felt by teachers and learners to demand additional effort that is not obviously related to the curriculum.

This might change if curricula were expressed (partly) in the CEFR's action-oriented ("can do") terms.

An example: Ireland's approach to teaching English as a second language to immigrant pupils in primary schools:

- Scaled ("can do") curriculum (CEFR levels A1, B1).

- ELP mediates curriculum to pupils via "I can" checklists.

- ELP and "pre-ELP" used on a large scale.

The challenge to assessment

The CEFR offers to bring curriculum, pedagogy and assessment into closer interaction with one another than has often been the case

Each "can do" descriptor implies:

- A learning target.

- Teaching/learning activities.

- Assessment criteria.

The self-assessment checklists in the ELP can serve the same three functions

Do national/public examinations likewise reflect an action-oriented approach? It is important to reflect on this fact.

Language education policy

According to the *Principles and Guidelines*, the ELP should support the development of plurilingualism and pluriculturalism.

Every model should accommodate *all* the second/foreign languages the owner knows, including those learnt outside formal education.

Every model should prompt the owner to reflect on his/her developing plurilingual and pluricultural identity.

In this way the ELP reflects the ideal (necessity?) of a Europe strongly committed to lifelong language learning.

Language education policy

The plurilingual/pluricultural dimension of the ELP requires significant pedagogical innovation: it can be realized only if schools use the ELP to underpin the teaching of *all* languages in some kind of interaction with one another

The plurilingual/pluricultural dimension also challenges national authorities to reconsider key features of their language education policy:

- Which languages should be offered?

- How many languages should the individual student learn, for how long, and to what level(s)?

Conclusion

The ELP has the capacity to transform language teaching and learning.

It supports the reflective cycle of planning, implementing and evaluating learning.

It makes language learners aware of their evolving plurilingual/pluricultural identity.

It can facilitate the implementation of language education policies that assign a central role to plurilingualism.

It provides practical evidence that complements the more abstract evidence of exam grades and certificates.

The ELP is unlikely to become a fixture in national educational systems unless it is strongly promoted by ministries given a central role in language teacher education supported by a curriculum that defines language learning goals in "can do" terms complemented by examinations that are explicitly shaped by an action-oriented philosophy (Little, 2007).

Main concepts to be studied About *Common European Framework* (Summary about Unit 1 Theory)

What is the CEFR: It is a framework, published by the Council of Europe in 2001, which describes language learners' ability in terms of speaking, reading, listening and writing at six reference levels.

The CEFR is also the result of a need for a common international framework for language learning which would facilitate co-operation among educational institutions in different countries

Main concepts: A brief history of the CEFR

The development of the CEFR coincided with fundamental changes in language teaching (from the grammar-translation method to the functional/notional approach and the communicative approach).

The Council of Europe's *Modern Languages projects* start in the 1960s and (following the symposium in Rüschlikon) include a European unit/credit scheme for adult education.

1980´s is the decade in which communicative approach is established as the main approach in language learning. It is the dawn of a change in the perspective in many professionals towards language learning and assessment. Greater emphasis

on productive skills and innovative evaluation. The concept of *levels* is extended to the educational sphere.

1991 *Rüschlikon Intergovernmental Symposium* 'Transparency and Coherence in Language Learning in Europe', the outcome: the setting up of an authoring group and an international working party

2001 **European Language Portfolio** launched

Main concepts:

The common reference levels

Common European Framework of Reference for Languages: Learning, teaching, assessment Structured overview of CEFR scales[10].

Level group name	Level	Description
Proficient user	C2 Mastery or proficiency	• Can understand with ease virtually everything heard or read. • Can summarize information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. • Can express themselves spontaneously, very fluently and precisely, differentiating finer shades of meaning even in the most complex situations.
	C1 Effective Operational Proficiency or advanced	• Can understand a wide range of demanding, longer clauses, and recognize implicit meaning. • Can express ideas fluently and spontaneously without much obvious

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[10] Copyright by the Council of Europe CEFR scales.

		searching for expressions.
		• Can use language flexibly and effectively for social, academic and professional purposes.
		• Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organizational patterns, connectors and cohesive devices.
Independent user	B2 Vantage or upper intermediate	• Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in their field of specialization.
		• Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party.
		• Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
	B1 Threshold or intermediate	• Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc.

		• Can deal with most situations likely to arise while travelling in an area where the language is spoken. • Can produce simple connected text on topics that are familiar or of personal interest. • Can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.
Basic user	A2 Waystage or elementary	• Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). • Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. • Can describe in simple terms aspects of their background, immediate environment and matters in areas of immediate need.
	A1 Breakthrough or beginner	• Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of

		needs of a concrete type.
		• Can introduce themselves and others and can ask and answer questions about personal details such as where he/she lives, people they know and things they have.
		• Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.

Principles for teaching and learning:

The CEFR has become very important for *language policy and the design of curricula and syllabuses*. It provides a s tool for enhancing teaching and learning, but many teachers and language professionals find the document difficult to use.

Using the CEFR in *curriculum* and syllabus design: It is a framework of reference (must be adapted to fit context). Linking to the CEFR means relating the particular features of your own context of learning (the learners, objectives, etc.) to the CEFR, focusing on those aspects which you can find reflected in the level descriptors.

Aims and objectives A language teaching context has its own specific aims and objectives. Curriculum levels: citizenship, reading books newspapers, etc. The CEFR is a rich source of descriptors.

Linking to the CEFR: These objectives can be modified to accommodate what is practically achievable.

Using the CEFR in the classroom: teaching and lesson planning Language teaching is most successful when it focuses on the useful outcomes of language learning – for example, on what exam grades mean in terms of specific skills and abilities.

The communicative approach The CEFR invites readers to be explicit about their own beliefs about the process of learning. Open flexible tool.

A plurilingual approach: Another key aspect of the CEFR's approach is the belief in plurilingualism. This is the understanding that a language is not learned in isolation from other languages.

Principles for assessment

Two levels at which language professionals interact with the CEFR and assessment:

1.- Using the CEFR to choose or commission appropriate tests: The value of a test result always depends on the quality of the test. The better the general quality of the test, the more interpretable the test result in relation to the CEFR. Questions test users can ask about the test: Is the test purpose and context clearly stated? Are the test tasks appropriate for the target candidates? If the results are grades, how are they set? Does the test provider adequately explain how CEFR-related results may be used?

2.- Using the CEFR in the development of tests: The CEFR was designed to be applicable to many contexts, and it does not contain information specific to any single context. However, in order to use the CEFR in a meaningful way, developers must elaborate the contents of the CEFR. In order to use the CEFR in a meaningful way, developers must elaborate the contents of the CEFR (i.e. establishing vocabulary and structures that occur at a particular proficiency level) Defining the context and purpose of the test (education, migration, work).

Outcomes:

- Linking tests to the CEFR: The test provider often needs to show more evidence about how a test is linked to the CEFR

Test production: Tests may be used more than once, or made in several different versions for security reasons. It is important to maintain the links to the CEFR throughout each cycle of test development

<u>Assessment standards:</u> Making sure that test results always indicate the appropriate CEFR ability level requires a process for maintaining these standards over time.

The European Language Portfolio:

The ELP is based on the Common European Framework of Reference (Council of Europe 2001) which defines communicative proficiency:

at six levels, arranged in three bands: A1 & A2; B1 &B2; C1 & C2.

They are in relation to five skills: listening, reading, spoken interaction, spoken production, writing in the form of "can do" statements.

THE ELP: OBLIGATORY COMPONENTS

Language Passport – Summarizes the owner's linguistic identity and language learning and intercultural experience; records the owner's self-assessment

Language Biography – Provides a reflective accompaniment to the ongoing processes of learning and using second languages and engaging with the cultures associated with them

Dossier – Collects evidence of L2 proficiency and intercultural experience

FUNCTIONS:

Pedagogical function – the ELP is designed to make the language learning process more transparent to the learner and foster the development of learner autonomy. This function is based on the conclusions of the Council of Europe engagement to education for democratic citizenship & lifelong learning.

Reporting function – the ELP provides practical evidence of L2 proficiency and intercultural experience. This is based on the Council of Europe's interest in promoting a unit credit design in the decade of 1970.

Main features:

Language passport example: Europass[11], which can be practiced and analized on the Europass webpage quoted below.

Following the guide for teachers, researchers, teacher trainers and other related specialists "Training teachers to use the European Language Portfolio" by David Little and Radka Perclová, we will follow their script in order to clarify the main questions concerning the European Language Portfolio.

The guide is part of the project C6 of the European Centre for Modern Languages (ECML) second medium-term programme (ELP_TT) which has the purpose to implement the ELP in the member states of the Council of Europe.

The European Language Portfolio: structure and origins [12]

Key features

The ELP was designed to promote plurilingualism and pluriculturalism

It values all language and intercultural learning, whether it takes place in formal educational contexts or outside them.

A relevant issue is th learner self-assessment is carried out against the metric of the Common Reference Levels of the Common European Framework of Reference for Languages.

What is the ELP?

Following the Recommendations of the Linguistic Policy Department of the Council of Europe, in March 2001, a National Committee for the development of a European Language Portfolio (PEL) was established for its application in Spain.

The European Portfolio of Languages is a project led in Spain by the Spanish National Agency for Erasmus, officially called *Servicio Español para la internacionalización de la Educación* (SEPIE).

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[11] Example of Language Passport: https://europass.cedefop.europa.eu/

[12] Little, D. (2002). The European Language Portfolio: structure, origins, implementation and challenges. Language Teaching, 35, pp 182-189 doi:10.1017/S0261444802001805

A team of specialists in language teaching designed a European Language Portfolio for four different age groups and educational levels.

On November 7, 2003 the three models presented were validated, that is, an ELP for students from 3 to 7 years old, the ELP for students from 8 to 12 years old and the ELP for Secondary Education, Vocational training and Baccalaureate (12-18 years). During 2004, the Adult Portfolio was also validated.

Once the work of dissemination and implementation of the European Language Portfolio in paper format was consolidated, the SEPIE presented to the Validation Committee of the Council of Europe a new model in electronic format (e-ELP) of the document, validated in February 2010.

Many countries of the 49 Member States belonging to the Council of Europe already have validated different ELP models (118 models from 2000 to 2010) or registered (6 models from 2011). Spain has been the first Member State to have a ELP model for early ages[13].

The ELP has got Three obligatory components

Language Passport – Summarizes the owner's linguistic identity and language learning and intercultural experience; records the owner's self-assessment

Language Biography – Provides a reflective accompaniment to the ongoing processes of learning and using second languages and engaging with the cultures associated with them

Dossier – Collects evidence of L2 proficiency and intercultural experience

Two functions

Pedagogical function – the ELP is designed to make the language learning process more transparent to the learner and foster the development of learner autonomy (cf. the Council of Europe's commitment to education for democratic citizenship and lifelong learning).

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[13] Retrieved from: http://sepie.es/iniciativas/portfolio/espana.html

Reporting function – the ELP provides practical evidence of L2 proficiency and intercultural experience (cf. the Council of Europe's interest in developing a unit credit scheme in the 1970s)

The CEFR's common reference levels and the ELP

One of the purposes of the Common European Framework is to help users to describe the levels of language proficiency required by existing examinations and evaluation programs, in order to facilitate comparisons between different certificate systems. For this purpose, the descriptive scheme and the common reference levels have been developed. In the case of the ELP, both concepts are linked as one is the consequence of the other. A conceptual picture is provided that users can use to describe their system. A scale of reference levels of a common framework should meet the following four criteria, two of which have to do with questions of description and the other two with questions of measurement:

a) Description issues

A scale of a common framework must be context-free to include results that can be generalized from different specific contexts. That is, a common scale should not be created especially for, for example, the school context and then applied to adults, or vice versa. Additionally, the descriptors of a scale of a common framework have to be appropriate to the context, they must be able to relate to each of the different contexts and they must be appropriate to the function for which they are used in that context. This means that the categories used to describe what students can do in different contexts of specific use must be able to relate to the contexts of specific use of the different groups of students within the general population to which the course or course is directed.

The description also has to be based on theories about communicative competence, which is difficult to achieve because the available theory and research do not provide an adequate basis for such a description. However, classification by category and description must have theoretical foundations. The description must

also be easy to use, accessible to professionals and should encourage them to reflect on what the competition means in its context.

b) Measurement issues

The relationships of a scale at which activities and specific competences situated within a common framework must be objectively determined. This is so to avoid the systematization of the error that occurs when adopting unfounded conventions and approximate calculations of authors.

The number of levels adopted should be sufficient to show the progress that occurs in different sectors. However, the number of levels should not exceed in any given context the number of levels that a person is able to distinguish reasonably and consistently.

Such criteria are difficult to meet, but they are useful as guidance and should be taken into account.

Where does the ELP come from?

The Council of Europe was founded in 1949 after the tragic World War II. Among its aims, we highlight preventing further war conflicts, defending the human rights and the parliamentary democracies based on the rule of law[14]. Also to develop continent-wide agreements to standardize member countries' social and legal practices. Additionally, it aimed to promote awareness of a European identity based on shared values and cutting across different cultures in Europe.

The key instruments were:

European Convention on Human Rights (1950)

The European Convention on Human Rights (ECHR), which is formally named as the Convention for the Protection of Human Rights and Fundamental Freedoms, was established as an international treaty to protect human rights and political freedoms in the post-war Europe. Drafted in 1950 by the then newly formed

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[14] Council of Europe. Retrieved from https://en.wikipedia.org/wiki/Council_of_Europe

Council of Europe,[15] the convention entered into force on 3 September 1953. All Council of Europe member states are party to the Convention and new members are expected to ratify the convention at the earliest opportunity.

European Cultural Convention (1954)

It was an international treaty for EU states to strengthen, deepen and further develop a European Culture, by using local culture as a starting point, setting common goals and a plan of action, to reach an integrated European society, celebrating universal values, rights and diversity[16].

The European Cultural Convention[17] was opened for signature by the Council of Europe in Paris on 19 December 1954. Its signature is one of the conditions for becoming a participating state in the Bologna Process and its European Higher Education Area (EHEA).

Council of Europe and language learning European Cultural Convention, Article 2:

"Each Contracting Party shall, insofar as may be possible,

a)   encourage the study by its own nationals of the languages, history and civilisation of the other Contracting Parties and grant facilities to those Parties to promote such studies in its territory, and

b)   endeavour to promote the study of its language or languages, history and civilisation in the territory of the other Contracting Parties and grant facilities to the nationals of those Parties to pursue such studies in its territory"

The Council of Europe's cultural/educational agenda

Education for democratic citizenship – hence a commitment to learner autonomy and lifelong learning

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[15] The Council of Europe was founded on 5 May 1949 by Belgium, Denmark, France, Ireland, Italy, Luxembourg, Netherlands, Norway, Sweden and the United Kingdom. Greece and Turkey joined three months later, and Iceland and West Germany the next year. Currently it has 47 member states.

[16] Retrieved from: https://www.coe.int/en/web/conventions/full-list/-/conventions/treaty/018

[17]   The term "Convention" is used as a synonym for an international legal treaty.

Promotion of cultural and linguistic diversity – hence a commitment to plurilingualism and partial competences

Facilitating individual mobility – hence a desire to establish a means of comparing different systems of certification

Implementing the agenda

Language Policy Division (Strasbourg)

Responsible for developing key policy documents and instruments, including the Common European Framework of Reference and the European Language Portfolio

European Centre for Modern Languages (Graz)

"Partial agreement" (33 Council of Europe member states)

Projects built around workshops and conferences aim to disseminate ideas and good practice in relation to language teaching and learning

2004-2007: medium-term programme with four strands

Project C6: Training teachers to use the European Language Portfolio

The Rüschlikon Symposium (1991)

Its goal was to promote and facilitate co-operation among educational institutions in different countries.

To provide a sound basis for the mutual recognition of language qualifications.

And to assist learners, teachers, course designers, examining bodies and educational administrators to situate and coordinate their efforts.

The Rüschlikon Symposium Recommended the establishment of a initial work to consider how an European Language Portfolio should be organized and the functions it should have.

Proposed that the ELP should contain a section in which formal qualifications are related to a common European scale, another in which the learner him/herself keeps a personal record of language learning experiences and possibly a third which contains examples of work done

Intergovernmental Conference (1997)

Launched the second draft of the Common European Framework of Reference, already revised on the basis of widespread consultation (Council for Cultural Cooperation 1997a).

Introduced a series of proposals for the development of ELPs for language learners of different ages and in different domains (Council for Cultural Cooperation 1997b).

Recommended the establishment of pilot projects in the member states.

The ELP pilot projects (1998-2000)

There was no template to work from: we had to learn from one another.

Between us we covered all domains of language learning: primary, lower and upper secondary, vocational, university and adults.

The Swiss ELP project supported the rest by making available goal-setting and self-assessment checklists that drew on the empirical research on which the common reference levels of the CEF are based.

The Principles and Guidelines that define the ELP and govern validation and accreditation evolved in parallel with this work.

Overview of the pilot projects

15 Council of Europe member states:

Austria, Czech Republic, Finland, France, Germany, Hungary, Ireland, Italy, Netherlands, Portugal, Russia, Slovenia, Sweden, Switzerland, United Kingdom

3 INGOs:

CERCLES, European Language Council, EAQUALS

30,000 learners and 2,000 teachers.

For a full report see Schärer (2000).

Common findings

Learners of all ages quickly tire of the ELP if they work with it only occasionally, in order to bring it up to date (especially when that is simply a matter of filling in forms and ticking boxes).

Learners value the ELP to the extent that it is central to their language learning.

When the ELP is central to language learning it supports the development of Learner reflection, self-management and autonomy.

The reporting and pedagogical functions support one another.

The English curriculum in primary education.

UNIT 2. THE ENGLISH CURRICULUM IN PRIMARY EDUCATION

2.1. The Legal Backgroung of The Curriculum In Spain And Castilla-La Mancha.

The Spanish Educational system and the educational legislation during the last decades has influenced the way in which the curriculum was designed and organized. We are going to present a brief analysis of the evolution and current structure of the Spanish educational system and its influence on the curriculum and more especifically on the English language curriculum.

The General Educational Law (Ley General de Educación, LGE) passed in 1970

The General Education Law of the year 1970 ruled children's education, special education and vocational training in addition to primary, secondary and university education. The law succeeded for the first time, in achieving compulsory common education for all all the children between 6 and 14 years old, through the creation of Basic General Education (EGB). The EGB was divided into three cycles. After that, a four-year baccalaureate could be studied (three years BUP, which stands for Bachillerato Unificado Polivalente and one year COU, which stands for Curso de Orientación Universitaria). The system proposed the division of the student paths for 14 year old students, either towards baccalaureate or a vocational training known as FP (Formación Profesional). The law took into account trends in education and new didactic methods were introduced and the teaching degree became part the university, as before it had been only ruled as post-secondary education.

The LOE tried to adapt the educational system to new challenges and international changes in education. It was the first educational law in Spain after over a century. The previous one had been the *Ley Moyano*, passed in 1857.

Organic Law on the Right to Education (LODE). 1985

This law did not modify the previous structure of the educational system, but it fostered a democratic model of participation in the schools. The main one was the School Council (Consejo Escolar) whose members were part of the school community (teachers, parents, administrative staff and students). It was created to take part in the management of the schools. Another structure created were the the parents associations (known as APAS and later as AMPAS).

Among other issues, the election of the directors of the schools was responsibility of the school community organized in the school councils.

Objectives / purposes:

To guarantee everyone the right to basic education that allows pupils to develop their own personality and the realization of an useful activity to society. This education will be compulsory and free at the *basic general education* level, without any type of discrimination and, in the first level vocational training, as well as in the other levels established by law.

Everyone has the right to access higher levels of education, depending on their skills and vocation. In no case exercising this right is subject to discrimination due to the economic capacity, social status or place of residence of the student.

The educational activity must pursue the full development of the personality of the student, training in respect and the exercise of tolerance and freedom as democratic principles of coexistence, the acquisition of knowledge, habits and techniques that enable professional activity and active participation in society, as well as training for peace and cooperation. Main achievements:

Guarantees and development of the right to freedom of education.

Full development of the student's personality

Training in the respect of fundamental rights and freedoms.

Teachers are guaranteed academic freedom.

Guarantees the rights of parents to the education of their children.

The parents of the students are guaranteed the freedom of association in the educational field.

All students have the same rights and duties, with no more distinctions than those derived from their age and the level they are studying.

The educational Administrations will favor the exercise of the right of association of the students, as well as the formation of federations and confederations of such associations.

The existence of a double network of school, public and private is approved.

LOGSE, 1990

General Organic Law of the Educational System (LOGSE). It began to be applied in the year 1990. The main novelties introduced were compulsory schooling up to 16 years, the drop from 40 to 25 students per class and the teaching of subjects taught by specialized teachers (languages, music or physical education). The LOGSE divided the academic cycles of the students in early childhood education (0 to 6 years), primary education (6 to 12 years), compulsory secondary education-ESO (12 to 16 years), and high school, non-compulsory cycle that was going from 16 to 18 years old. Professional training and artistic education were reformed. It was the first law that regulated in depth special education.

Within what is called the General Scheme the studies were formed in different stages:

Infant education. Free but not mandatory. It comprised the ages of (0 to 3 years) in two educational cycles and both were considered educational.

Compulsory primary education For students between (6 and 12 years old) divided into three cycles: basic, 1st and 2nd grade of primary, middle 3rd and 4th grade of primary and higher, 5th and 6th grade of primary school.

Compulsory secondary education. For students of 12 to 16 years of age, structured in two cycles offering as a novelty before previous laws the introduction of compulsory education up to that age. At the end, the degree of graduated in Secondary Education (ESO) was obtained.

At the end of the secondary stage, the upper secondary or BACCALAUREATE was organized in 2 years and different modalities were created:

- Arts

- Technological

- Social Sciences

- Health Sciences

- Humanities

Goals

They constitute statements that express the capacities that students should develop along the primary education. They have been defined considering the possibilities of psycho-evolutionary development of students from 6 to 12 years, specifying the purposes set out in the LOGSE and refered to the set of cognitive, motor, expressive affective and social integration abilities.

These objectives were:

Understand and express messages in different languages integrating them in the right context.

Learn to communicate through different media, developing communication skills and ability to understand manifestations, whether artistic, verbal, etc.

To be autonomous with oneself and, at once, keeping a good relationship with other colleagues.

Know how to find and use the necessary processes to solve problems.

Know how to identify and solve problems of everyday life and use their own means to solve them.

Learn to work in a team, pursue their own objectives respecting the ones of their peers.

Be tolerant and respecting other colleagues, even if they have different religious confessions, culture, race.

Carry out the values and principles that are necessary to live in society.

LOCE 2002 (repealed).

This law was never applied. Approved by the Popular Party, the new government of the Socialist Party repealed this organic law before its implementation started (after the 2004 ellections in Spain). This Law attemted to eliminate the possibility of overcoming the ESO with great gaps of knowledge, reducing to the category of exceptionality the possibility get a title, in case the student had two subjects not overcome. Recovery tests were established and *professional initiation programs* were established for students who did not want to continue studying. It proposed reintroducing into the educational system the values of effort and excellence.

LOE, 2006.

The basic principles of the LOE (Organic Law of Education of May 3, 2006) highlight the quality and equity of both gendres in different educational levels, the search for an education that suits the individual, that there is a collaboration between the different educating persons (family, educational centers, teachers, family, administrations), that there is a commitment to the educational objectives that the European Union gives in general, such as increasing the possibility of mobility and exchanges among students, improvement and empowerment in languages, open learning environments.

Some of the main characteristics of this organic law of LOE education were: Search for quality in education, equality, non-discrimination and inequalities. A set-up of values, freedom, tolerance, implementing the subject of citizenship. Curricular and organizational autonomy that falls between the State, the autonomous communities and local corporations. Encourages and promotes research, innovation. It develops and promotes equal rights of opportunities between men and women, as well as cooperation between the State and the Autonomous Communities to organize, evaluate and develop educational policies. The government sets the basic aspects of the curriculum (objectives, contents, basic competences, pedagogical methods and evaluation criteria) that require 55% of the time in autonomous regions with co-official language and 65% without co-official

language, the rest of the schedule will be developed and completed by the schools. Regarding equity in education, it poses efforts to cover the special educational needs (special educational needs, high skills, late integration in the system) through specific programs, curricular adaptations and counseling, among others. The school council is given more powers and equal opportunities are promoted for students who live in rural areas.

General Principles: from 0 to 6 years and voluntary, it is offered by the schools to contribute to the physical, social affective development of the children, begin in logical-mathematical skills, reading-writing and movement, with the help and responsibility of the family and the schools. There will be 2 cycles, 0-3 years and 3-6 years. Six courses from 6 to 12 years old where pupils shall develop skills that allow them knowing values and norms of coexistence, developing habits in individual and team work, awakening of their curiosity, creativity, acquiring skills of prevention and conflict resolution, knowing the language and develop reading habits, recognize differences and admit equality, acquire basic communication in a foreign language, know and value their natural and social environment, respect and value hygiene, sports, artistic expressions, initiate ICTs, and develop competences in mathematics, among others. This stage was divided into 3 cycles of 2 academic years each, a course of the same cycle can be repeated, there was a continuous and global evaluation, and great attention was paid to diversity and individual needs. Four courses from 12 to 16 years (ESO - Compulsory Secondary Education) where there were optional subjects. It gave a great importance to the educational and professional guidance of the student, counselling departments became more relevant. In addition, entrepreneurial skills were developed, working and strengthening issues related to responsibility in obligations, use of sources of information, appreciation of artistic creation and understanding and expressing in one or more foreign languages. After the ESO would be passed, the students could choose either the upper secondary (Bachillerato) or professional training (Formación Profesional). There were two Bachillerato courses to access higher education. The areas in which define the specialization of the student are 3: Arts,

Science and Technology and Humanities and Social Sciences; All will have common subjects, subjects of modality and optional subjects.

LOMCE, 2013. The Organic Law for the Improvement of Educational Quality.

The Organic Law for the Improvement of Educational Quality (2013) is a modification of the LOE. It modifies some principles related to the compulsary education and recovers concepts like excellence, effort and general stage tests called *Reválida*. It aims to improve the conditions for students to acquire and express their talents, improve the results to bring us closer to the EU 2020 education goals; It suggests a simplification of the curriculum and a more flexible trajectory, although elitist, and the creation of external evaluation systems to see the evolution of the results of the education of the centers, as well as to make the choice of ESO pathways more flexible.

Some of the objectives of this law are:

Reduce early educational dropout rates.

Promote Professional Training.

Improve knowledge in priority areas.

Increase the number of students graduating from high school.

Improve the learning of foreign languages.

A more personalized attention to the student.

Rationalize the educational offer, since the excess in the range of subjects that the centers have to offer increases the economic cost.

The law proposes:

Modernize Vocational Training, in addition to access to FP the student must attend at least the first two courses of ESO, instead of 1 previously. In addition, volunteer subjects will be offered in the middle and higher grade to expand competences and thus facilitate the transition to higher grade cycles.

In relation to primary education, an evaluation will be made in the 3rd grade of primary school for early detection of difficulties, and a final evaluation in 6th grade designed by the government. A report will be provided to parents and schools to

implement improvement plans. In relation to the 5 core subjects, they will be Spanish Language and Literature, Mathematics, Natural Sciences, Social Sciences and Foreign First Language, then there will be 3 specific as Physical Education and Religion or Social and Civic Values, and another subject to choose. In addition, the autonomous communities will have some subject (s) of free configuration as Co-official Language and Literature, or others.

In 4th of ESO and in 2nd year of high school there will be a final evaluation (Reválida). The ESO final evaluation will be necessary to be passed to obtain the Graduate degree in ESO. Depending on the results, a teaching team will guide the student towards his most appropriate itinerary. The final Bachillerato evaluation will be designed by the government and will be necessary to obtain the Bachelor's degree.

Both, in Primary Education, ESO and Bachillerado there will be blocks of core subjects (common throughout the territory), specific (greater autonomy to administrations and centers), and free autonomic configuration.

It seeks to increase the autonomy of schools to develop quality actions, and must justify and report on their results.

Increase in the contents set by the government that goes from 65% to 75% or from 55% to 65% in autonomous communities with co-official language.

Reinforcement of subjects defined as instrumental such as mathematics, language, science and languages.

Intensify the use of ICT (information and communication technologies) and improve the learning of foreign languages.

The authority of the teachers and management team is recognized as "public authority".

The educational administrations must guarantee the right of the students to receive the teachings in Spanish and in the other co-official languages.

Admission to universities can be done from the baccalaureate (the PAU disappears) although universities may establish admission procedures. Students

can also access from higher FP levels, higher artistic education and higher sports education.

126/2014 Royal Decree establishing the Primary Education curriculum.

This Decree establishes the basic curriculum of the different areas of the different educational levels. It has been organized based on the objectives of the stage and the competences that will be developed throughout the basic education, setting blocks of contents blocks in the main subjects, and evaluation criteria and assessable learning standards in all areas, which will be referents in the planning of the curriculum and the educational programming.

In some areas these elements have been grouped around blocks that allow to identify the main areas covered by the area; this grouping does not involve an closed organization, on the contrary, will allow the curricula elements to be organized in different ways and adopt the most suitable methodology to the characteristics of the group of students.

This Royal Decree is adapted by the legislation passed in the autonomous regions, who will approve their own decrees related to curriculum. In the case of our region, we are ruled by the Decree 54/2014 of The Curriculum of Castilla-La Mancha. This is the legal reference we have to use when selecting contents and programming.

Castilla-La Mancha Legal framework

Order of 08/05/2014, on the Organization and Evaluation in Primary Education in the Autonomy of Castilla-La Mancha.

Article 8. Teaching Programs.

The curriculum areas published by Decree 54/2014, of 10 July, establishes the fundamentals for teaching programs, to be respected in any case. On their own autonomy, schools can develop and complement the curriculum through educational programming areas.

The teaching programs in each area will be part of the educational project and contain at least the following elements:

teaching programs: ELEMENTS

a) Introduction to the characteristics of the area.

b) Sequence and timing of the contents.

c) Evaluation criteria and corresponding assesment learning standards.

d) Integration of key competencies in the curriculum elements, through the relationship between standards and each of the competences.

e) Strategies and tools for assessing student learning.

f) Qualification criteria.

g) Methodological, didactic and organizational guidelines.

h) Curriculum materials and teaching resources.

i) Plan of complementary activities.

Decree 54/2014, by which the curriculum of the Primary Education in the Autonomous Community of Castilla-La Mancha is established. [2014/9028]

It defines the curriculum elements that determine the processes of teaching and learning:

A. The objectives of each teaching and educational stage.

B. Skills, or capacities to implement on teaching and content of each stage education, in order to achieve the proper implementation of activities and the efficient resolution of complex problems.

C. The contents, or sets of knowledge, skills and attitudes that contribute to achieving the objectives of each stage of education and teaching and the acquisition of skills.

   The contents are arranged in courses, which are classified into   subjects, areas, areas and modules based on the teaching, educational stages or programs in which students participate.

D. Teaching methodology. It includes: description of the teaching practices and the organization of teachers´work.

E. Standards and evaluable results of learning.

F. The evaluation criteria of the degree of acquisition of competence and achievement of the objectives of each teaching and educational stage.

The competence-approach orientated curriculum is implemented in accordance with Recommendation 2006/962 / EC of the European Parliament and of the Council of 18/12/2006 on key competences for lifelong learning[18].

In this new configuration curriculum emphasizes the establishment of three blocks of subjects depending on the distribution of competences between the State and the Autonomous Communities: essential subjects (troncales), specific subjects and regional free elective subjects.

The Curriculum Decree of Castilla-La Mancha has the following Aims and Structures:

Article 5. Objectives of Primary Education. In accordance with article 7 of Royal Decree 126/2014, of February 28, Primary Education will help develop in students the skills to enable them:

a) Know and appreciate the values and rules of coexistence, learning to act consecuently, prepare them for an active exercise of citizenship and respect for human rights and pluralism, inherent in a democratic society.

 b) To develop individual and team work, effort and responsibility in the study, as well as attitudes of self-confidence, critical sense, personal initiative, curiosity, creativity and interest in learning, and entrepreneurship.

c) To acquire skills for prevention and peaceful resolution of conflict, enabling them to function independently in the family, as well as in social groups with which they are associated.

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[18] Retrieved from
https://pdfs.semanticscholar.org/a750/30bb73c277002c402291b8f74964ae439fee.pdf

d) To know, understand and respect different cultures and differences between people, equal rights and opportunities for men and women and non-discrimination of people with disabilities.

e) To know and use appropriately the Spanish language and develop reading habits.

f) To acquire in a foreign language, at least the basic skills to enable them to express and understand simple messages and function in everyday situations.

g) To develop basic Maths skills and initiative in solving problems that require elementary operations of calculation, geometry and estimates, apply to situations in everyday life.

h) To know the fundamentals of Natural Sciences, Social Sciences, Geography, History and Culture.

i) To get started in the use of ICT, for learning, for develop a critical mind to the messages they receive and produce.

j) To use representation and artistic expression and start to build visual and audiovisual proposals.

k) Appreciation of hygiene and health, accept their own body and that of others, respecting differences and using physical education and sport to encourage both personal and social development.

l) To know and appreciate those closest to us and adopt forms of behavior that contribute to their care animals.

m) To develop emotional skills in all areas of personality and in their relationships with others, an attitude towards violence, prejudice, sexism.

n) To promote road safety education and attitudes of respect that favor the prevention of road accidents.

Article 7. Structure:

1. The subjects of Primary Education will be structured as follows:

a) Block core subjects :

- Natural Sciences .

- Social Sciences.

- Spanish Language and Literature.

- Mathematics.

-First Foreign Language.

b) Block specific subjects:

- Art Education.

- Physical Education

- Religion, and Social & Civic Values.

- Second Foreign Language.

KEY COMPETENCES The competences of the curriculum are as follows, according to the curriculum decree:

a) Linguistic communication.

b) Mathematical competence and basic competences in science and technology.

c) Digital competence.

d) Learning to learn competence.

e) Social and civic competences.

 f) Sense of initiative and entrepreneurship.

g) Cultural awareness and expression.

EVALUATION

Article 9. Evaluation of teaching and learning process.

1. The evaluation of learning processes will be continuous and global , so take into account the progress in all areas.

2. The evaluation criteria are the benchmarks whose aim is to check how the skills and the the objectives of the stage are achieved. This is assessed in the continuous and final evaluation of each content block. The specific application of the evaluation criteria is performed by measurable learning standards.

3. The most suitable conditions for conducting evaluations will be established to adapt to students with special educational needs. In the context of continuous evaluation process , when the progress of a pupil is not adequate , educational support measures will be established .

4. Teachers will evaluate both student learning and teaching processes and their own teaching practice (establish indicators of achievement in teaching programs) Analysis and reflection on outcomes of students.

5. Schools will guarantee the right of students to an objective assessment. The Educational authorities will settle a procedure to allow the pupils to exercise their rights to information and complaints.

FIRST FOREIGN LANGUAGE

Article 14. Foreign language learning.

1. Linguistic communicative competence will be encouraged, at least, in a foreign language.

 2. The Spanish language will only be used as support in the process of learning a foreign language. Comprehension and oral expression are highlighted. There are foreseen measures and alternative methodologies in teaching and assessing L2 for students with disabilities (especially difficulties in oral communication). These adaptations are not taken into account for the marks obtained.

 3. The implementation of the Plan of multilingualism of Castilla -La Mancha at the stage of primary education, according to the provisions of Decree 7/2014, by which multilingualism is regulated in non-university education will be developed by Castilla- La Mancha. Schools will turn progressively into bilingual schools, according to some of the language programs of the decree (with different levels of bilingualism). As a result, part of the curriculum is taught in the foreign language of the program. In theory, bilingual education should not prevent the complete development of the curriculum of the subjects, so that students acquire the terminology and the basics of the knowledge in both languages.

4. The bilingual schools have to apply in any case, the same admission criteria of students established by the regulations in Castilla -La Mancha. Such criteria shall not include language requirements.

 5. These schools within their autonomy , may incorporate specific organizational and curricular measures and flexible school hours, through schedules authorized by the Regional Ministry responsible for education.

 6. The offer specific subject of second foreign language is made according to the provisions of Article 7.4.

 7. The Regional Ministry competent for education may also apply the teaching of foreign languages through agreements and specific plans, signed with the Ministry responsible for education with international bodies or institutions.

FIRST FOREIGN LANGUAGE. Methodology

METHODOLOGICAL GUIDELINES

All teaching-learning process must start from a clear planning on what we want to achieve, knowing clearly the objectives or goals, what resources are needed, what teaching methods are most suitable and how learning is assessed and feeds back the process.

The methodology of the Foreign Language subject: English, will be based on action as established in the official curriculum and on the approach based on the CEFRL.

 The language is used to perform actions or accompany various purposes. To do this, students should be able to *use the language for communicative purposes in real contexts*. We see learning as a training and active use of the foreign language in communication. Both teachers and students should remember that, outside the classroom, they must communicate in the real world in languages they have learned.

The most suitable methodology will be one set of practical learning, teaching and assessment that best contributes to students:

a) Acquire the various skills involved in communication: strategic, socio-cultural, functional and linguistic (syntactic-discursive, lexical, phonological and phonetic spelling).

 b) Develop the ability to put these skills into practice all together to produce and process oral texts adapted to the contexts of action writings.

Therefore, the main objective of the area of Foreign Language (English in our case) is the active use of the language in a communicative context. That means that lessons must be taught in English.

Decree 7/2014, by which plurilingualism is regulated in non-university education in Castilla-La Mancha. (This decree on plurilingualism was repealed by the 47/2017 Decree) **(Repealed by the Decree 47/2017 on pulilingualism).** This decree has been substituted by the new 47/2017 one which modifies several aspects of the one approven in 2014.

It is important to mention the most recent Regional acts passed in 2018 and 2017 concerning bilingualism:

ORDER 27/2018, OF FEBRUARY 8, OF THE COUNCIL OF EDUCATION, CULTURE AND SPORTS By which bilingual and multilingual projects are regulated in the teachings of Preschool and Primary, Secondary, Baccalaureate and Vocational Training of schools maintained by public funds of the autonomous community of Castilla-La Mancha.

RESOLUTION OF 02/03/2018, OF THE COUNCIL OF EDUCATION, CULTURE AND SPORTS which establishes the procedure for the authorization of new bilingual and multilingual projects and for the adaptation of the linguistic programs to the new bilingual and plurilingual projects in non-university educational centers sustained with public funds of the autonomous community of Castilla-La Mancha.

DECREE 47/2017, OF 25 JULY which regulates the Complete Plan of Foreign Languages Teaching, of the autonomous community of Castilla-La Mancha for non-university educational stages.

Among its features there is the classification of schools in initiation, development and excellence disappears (according to the number of areas taught in the foreign language). Now the percentage of the teaching schedule that must be taught in English varies according to the type of education (primary, secondary, baccalaureate or training cycles): a minimum of 200 minutes in each of the levels of Early Childhood Education and a minimum of 25% and a maximum of 50% of the total teaching schedule in Primary. In Compulsory Secondary Education, a minimum of 30% and a maximum of 50% of the total class schedule will be taught in the chosen foreign language. In Baccalaureate it will be a minimum of 20% and a maximum of 50%.

In Primary: at least, one area to be taught in the foreign language, chosen between Natural Sciences, Social Sciences or Mathematics. In Compulsory Secondary Education at least, one subject has to be chosen among general or optional subjects. In the rest of the educational stages, the offer will be open, considering that these are considered non-linguistic (not a native or foreign language subject).

The schools will include in their proposal of organization of the bilingual project the areas, subjects or modules that will be taught in a foreign language. The proposal, once approved,will have a minimum validity of four school years.

To be incorporated into the school program it must be approved by the School Board, with prior approval of the teachers who teach at that stage in Secondary, and by all the teachers in Primary, when it was previously proposed by the director .

The minimum number of students for the implementation or continuity of a bilingual or plurilingual project will be twelve for each educational level.

In Preschool and Primary Education, as well as in the Higher Vocational Training, it will be compulsory for all students enrolled in the courses in which the bilingual project is implemented. In Compulsory Secondary Education, Baccalaureate and

Vocational Training or Middle Grade will be voluntary and will offered from the beginning of the stage.

Like in other regions, in Castilla-La Mancha we are starting to have a controversy on the bilingual programs in school education. Many parents, trade unions and even teachers are dissapointed with the way bilingualism is evolving. In a way, the new law, hasn´t been able to face those problems.

The new bilingual model is mainly a continuation of the previous one, without specific economic forecast. There is no clear budget for teacher training, without assuring conversation assistants for all the bilingual schools.

Teaching other subjects in English by non-specialist teachers with an intermediate level (B2) in mass-filled classrooms does not guarantee a quality in the teaching neither of the language nor of the subject.

Research and studies on school bilingualism conclude that "there is a clear, quantitatively substantial negative effect on the learning of the subject taught in English" (Anghel et al, 2012, Carro et al, 2016). That is, they learn less when the subject is in English.

"The students of bilingual primary education have worse average academic results in the subjects that are taught in English than those students who only attend their studies in Spanish". This is one of the main conclusions of a study developed by researchers from the Carlos III University of Madrid (UC3M) in collaboration with the Autonomous University of Madrid and the University College of London[19].

As Abellá (2015) says, "it is not clear that the best way to learn a foreign language is to use it as a vehicular language when teaching Mathematics, Nature Sciences or History of Spain. The lexical capacity of the communicator is limited, the listener's understanding is limited, the interaction is limited ". In addition, the institutes with

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[19] Retrieved from
https://www.uc3m.es/ss/Satellite/UC3MInstitucional/en/Detalle/Comunicacion_C/1371223472627/1371216001969/A_UC3M_research_study_analyzes_the_impact_of_bilingual_elementary_school_programs

bilingual programs and sections are grouped to the students according to whether or not they demonstrate proficiency in the language. In the non-bilingual group are precisely those pupils who have the most difficulties. This fact contradicts with the concept of education, based on equity and inclusiveness.

2.2. The Key Competences

In 1997, OECD member countries begun the Programme for International Student Assessment (PISA). The goal of this program was to control to what extent students have acquired the knowledge and skills neccessary for full participation in society by the end of compulsory schooling[20]. The main features of the development of PISA have been:

- Its policy orientation, with design and reporting methods determined by the need of governments to draw policy lessons;

 - Its innovative "literacy" concept: the capacity of students to analyse, reason and communicate effectively, solve problems in a variety of subject areas;

 - Its relevance to lifelong learning, not limited to assessing students' cross-curricular competencies but also asking them to report on their own motivation to learn, beliefs about themselves and learning strategies.

- According to its goals, having the assessment on a regular basis is going to allow every country taking part in it, to check the progress in achieving *key learning objectives*.

What Competencies do people need for a Successful Life and Society?
 Our current societies put every time more pressure demanding a high performance to individuals. Lives are more complicated compared to previous times.

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[20] Retrieved from https://www.oecd.org/pisa/35070367.pdf

Therefore, the role of competencies goes beyond theorical knowledge and skills. It includes the ability to fit the demands of more complex societies. As a result individuals have to be able to use psychological and social resources in a particular context. These include personal skills and attitudes. That means, putting those knowledges and skills into action.

 The DeSeCo Project[21] (Describing and selecting competences) launched by the the OECD has been a opportunity to collaborate with a large number of scholars, experts and institutions in order to identify a short number of *key competencies*. This identification was grounded by a theoretical understanding of how these competencies are defined. Each key competency must:

- Contribute to valued outcomes for societies and individuals;
- Help individuals meet important demands in a wide variety of contexts;
- Be important not just for specialists but for all individuals.

The framework´s origins are in the OECD multidisciplinary approach to defining key competencies.

The 1997 DeSeCo Project started by the OECD had the objective of establishing a theoretical framework to identify the key competencies. It also aimed to foster surveys at an international level to assess the competence level of students and adult population.

This project, which was carried out coordinated by Switzerland and linked to PISA. Experts from different disciplines cooperated with investors and policy observers to design a framework with impact on national policies.

The different experts identifyed relevant priorities, common to throughout the countries, as well as global challenges linked to the economy and culture. The common values selected were the basis to choose the basic or key competencies.

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[21] Retrieved from https://www.oecd.org/pisa/35070367.pdf

Key Competencies in Three Broad Categories

The conceptual basis for key competencies of the DeSeCo Project's classifies the competencies in three main categories:

1) Individuals need to be able to use a set of tools in order to <u>interact effectively with their environment</u>. These tools can be physical, like the use of IT[22] and socio-cultural (language).

2) The world is every time more interdependent. Therefore, individuals have to <u>be able to engage with other persons</u>. As they will meet people from different backgrounds, people have to be able to work and coexist within heterogeneous groups.

3) Individuals have to develop the strategies <u>to be responsible for managing their own lives</u>, placing them in the general social context and act in an autonomous way.

The categories are interrelated: reflectiveness, deal with change, learn from experience.

A BASIS FOR KEY COMPETENCIES. THE FRAMEWORK

A framework of key competencies consists of a set of specific competencies, bound together in an integrated approach. The term of key competences adds a important nuance to the concept of competence. It is not only about achieving the students who complete the basic education to be competent, but that additionally that they acquire the competencies which are considered the basic ones. That is, the ones which are essential forever in life. That perspective that gives a new meaning to compulsory education. It is about finding an adequate response to the problems generated by the changes happening in our societies.

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[22] I.T. stands for Information Technology.

 The underlying characteristics of key competencies across all the categories:

Moving beyond taught knowledge and skills. Reflectiveness –the heart of key competencies (Going beyond the either-or).

Combining key competencies: Key competencies are employed in different combinations in varying contexts (Acting Autonomously, Using tools Interactively, Functioning in heterogeneous groups).

The competences can be clasified in the following COMPETENCE CATEGORIES:

Competency Category 1: Using Tools Interactively.

COMPETENCY 1-A: The ability to use language, symbols and text
    interactively.

COMPETENCY 1-B: The ability to use knowledge and information
    interactively.

COMPETENCY 1-C: The ability to use technology interactively

Competency Category 2: Interacting in Heterogeneous Groups.

COMPETENCY 2-A: The ability to relate well to others

COMPETENCY 2-B: The ability to cooperate

COMPETENCY 2-C: The ability to manage and resolve conflicts

Competency Category 3: Acting Autonomously

COMPETENCY 3-A: The ability to act within the big picture

COMPETENCY 3-B: The ability to form and conduct life plans and personal projects

COMPETENCY 3-C: The ability to assert rights, interests, limits and needs

The main goals are: using a competency framework to shape and assist assessment   and to inform lifelong learning from a diacronical point of view.

THE KEY COMPETENCES IN SPAIN

The *key competences* in our country are included among the compulsory elements of the curriculum, according to the **Royal Decree 126/2014** establishing the basic

curriculum of the Primary Education in Spain. According to this decree, the curriculum is composed of the objectives of each educational stage; the competences, as a capability to apply the contents of each education stage, to achieve the realization of activities and the effective resolution of problems, or sets of knowledge, skills and attitudes that contribute to the achievement of the objectives of each teaching and educational stage and to the acquisition of competencies; the didactic methodology, which includes both description of teaching practices such as the organization of teachers' work; the standards and evaluable learning outcomes; and the evaluation criteria of the degree of acquisition of competences and achievement of the objectives of each teaching and educational stage. The contents are arranged in subjects, which are classified in subjects, areas and modules according to the teachings, the educational stages or the programs in which the students participate. This means that the key competences are an essential element in the curriculum, having a relevant influence on the other elements.

ECD Order / 65/2015, of January 21, that describes the relationships between the competences, contents and evaluation criteria of primary education, compulsory secondary education and the baccalaureate.

This State Order follows the **Recommendation 2006/962 / EC of the European Parliament** and of the Council of 18 December 2006 on key competences for lifelong learning. It asks the Member States to develop the key competences[23]. The definition of competence is defined as a combination of knowledge, abilities, or skills, and attitudes appropriate to the context. It is considered that "the key competences are those that all people need for their fulfillment and personal development, as well as for active citizenship, social inclusion and employment". Eight key competences essential for the welfare of European societies, economic growth and innovation are clearly identified and the knowledge, skills and essential attitudes linked to each of them are described. It also highlights the need

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[23] Retrieved from http://keyconet.eun.org/eu-policy

to put the means to develop key competences during education and initial training and developed throughout life.

The regional decree of **Castilla-La Mancha, 54/2014 Curriculum Decree**, according to the one at a national levvel, establishes that *the competences of the curriculum are as follows:*

a) Linguistic communication. b) Mathematical competence and basic competences in science and technology. c) Digital competence. d) Learning to learn. e) Social and civic competences. f) Sense of initiative and entrepreneurship. g) Cultural awareness and expression.

Both, the state and the regional decree rule according to the Recommendation 2006/962 / EC of the European Parliament and of the Council of December 18, 2006, on key competences for lifelong learning. The curriculum decrees are based on the empowerment of learning by competences, integrated in the curricular elements to promote a renewal in the teaching practice and in the teaching and learning process. New approaches are proposed in learning and evaluation, which must imply an important change in the tasks to be solved by the students and innovative methodological approaches.

UNIT 3. SYLLABUS DESIGN AND UNITS OF WORK: LESSON PLANNING IN PRIMARY EDUCATION.

There are many possibilities to organize the script of a syllabus. The only must is to include properly all the compulsory curriculum elements. The syllabus or didactic programming is the process that the teacher carries out to establish the purposes and guidelines for the performance of a teaching-learning activity. Below we can find one of many possible models for a syllabus:

►**SYLLABUS**

1. **Introduction.**

Theoretical justification

Contextualisation

2. **Objectives of the stage**

Objectives of the subject

3. **Key Competences**

4. **Contents, Evaluation Criteria and Learning standards.**

5. **Teaching methodology.**

6. **Evaluation**.

7. **Measures designed to cater for students with specific educational needs**

8. **Reading Promotion**

9. **Cross-curricular contents (CLIL)**

10. **Cross-cutting elements (Attitudes and Values)**

11. **Use of information and communication technology**.

12. **Teaching and organisational resources.**

13. **Supplementary activities.**

14. **Bibliography (APA style).**

►**DIDACTIC UNITS**

3.1. Syllabus Design

Syllabus

The definition of the syllabus as per Organic Law 8/2013, of improvement of the quality of the education, states in Article 6, the following: **syllabus is defined as the regulation of the elements that determine teaching and learning processes for each one of areas handled in class.**

The syllabus will comprise the following elements:

a) The stage **objectives**: the accomplishments the student must achieve that end of the educational process, as a result of the intentionally planned teaching – learning experiences devised for that purpose.

b) The **key competences** and **skills**, or abilities to apply comprehensively contents involved in each teaching and educational phase with the aim of achieving the correct carrying out of activities and efficient resolution of complex issues.

c) The **contents**, or knowledge sets, abilities, strategies, skills and altitudes that contribute to the accomplishment of the aim for each teaching and educational phase and the acquisition of skills. Contents are ordered into subjects, classified into materials, areas, disciplines and modules depending on the teaching and educational phase or the programmes in which the student takes part.

d) **Didactic methodology** comprising both the description of the teaching practices as well as the organisation of the work undertaken by the teaching staff.

e) The **grading criteria** to appraise the level of acquisition of these skills and the accomplishment of the aims of each teaching and educational phase define what is to be evaluated, both in terms of educational items as well as procedures and attitudes. Respond directly with what is intended to be achieved in the subject.

f) The **standards and results for evaluable learning**: specification of the evaluation criteria that allows for the definition of learning results and specifying through actions that the student must know and know how to perform in each subject.

These must be <u>observable, measurable and evaluable</u> as they contribute and facilitate standardised and comparable testing formats.

The programming should be a useful tool for the teacher and for the development of the teaching action, specifying the principles that are defined in the Teaching Plan.

Thus, like in other kinds of planning, it is necessary that the programming is viable, adjusted to the time and to the available resources or spaces, that the programmed activities can be carried out by the participants and by the teacher.

It is also important that the syllabus has flexibility. Though the teaching schedule specifies the higher levels of planning, we must consider this an open plan of action that must be revised during the teaching-learning process allowing modifications or changes to be introduced whenever it might be neccessary. Therefore, <u>a didactic programming should include a proper feedback instruments</u> and alternative actions, in case some of the planned aspects have to be revised or changed.

The key in programming is to foresee in advance what the pupils are going to do, when the steps will be done, prepare the materials that will be used and plan the activities to be carried out. Training those actions can not depend on the improvisation of the moment or to the greater or lesser skill or "inspiration" of the trainer.

Although it is based on the premise that the teachers previously design their formative action, the importance of classroom programming for effective teaching requires explicit, systematic and formal programming.

Units of Work: Didactic Units

DIDACTIC UNIT NUMBER. **TÍTLE:**	
1. TIMING	
Trimester: .	
Period: from to	
Sessions:	
JUSTIFICATION	
STAGE OBJETIVES	
KEY COMPETENCES	
CONTENTS	
METHODOLOGY	
DIVERSITY / **INDIVIDUAL LEARNING NEEDS**	
RESOURCES	
ACTIVITIES	
Session 1:	
Session 2:	
Session 3: ………	
EVALUATION	
EVALUATION CRITERIA:	
ASSESSABLE LEARNING STANDARDS	
EVALUATION OF THE TEACHING-LEARNING PROCESS	

3.2. Planning a Lomce Syllabus

In order to start a syllabus we always have to base it on the legal framework of its context. In our case we have to base it on the LOMCE and the national and regional legislation established for Castilla-La Mancha. Now we analyze some of the possible organization ot the elements of a syllabus.

TEACHING PROGRAMS – Elements:

a) Sequence and timing of the contents

b) Profile of each of the competencies or relationship between assessable learning standards. evaluation criteria and contents.

c) The realization of cross-curricular elements worked out in each subject.

d) Strategies and tools for assessing students learning. Evaluation and rating criteria. Process assessment.

e) Methodological and didactic decisions.

f) Procedure for development of curriculum adaptations.

g) Materials and curriculum development resources.

h) Extracurricular program and complementary activities.

Cross curricular elements (RD 126/2014)

Even though they can be specificly treated in some subjects, they will be worked in all the subjects of Primary Education:

• Reading comprehension.

• Oral and written expression.

• Audiovisual communication.

• The ICT.

• Entrepreneurship.

• Civic and constitutional education.

• Driver education.

Some advantages of planning teaching schedules personally:

• Improving our work as teachers.

• We'll know more about methodology.

• We'll know more about evaluation, learn a more accurate and objective assessment.

• We'll know more about attention to diversity.

• We will have more resources to meet new challenges.

• We will provide more quality teaching to our students.

• Our students will be better prepared for all tests (internal and external evaluations).

• Our schedules will be better adjusted to the expected standards.

A) ORGANIZATION AND SEQUENCING OF CURRICULUM PROGRAMMING UNITS:

• **Didactic Units**

• Comprehensive projects

• Integrated Tasks

• Workshops

IN ORDER TO START:

1. Identification of elements of the curriculum

2. Relationship between them.

3. How can we distribute them?

TEACHING PROGRAMMING. FIRST DECISIONS. We should decide prior to starting programming about these questions:

• How many units will we create?

• How will we temporalize?

• Do we begin with the criteria or the contents?

• How do we call the units?

• Do we have textbook?

• Do we have content created by ourselves?

• Should we base it on projects?

WE HAVE TO CONSIDER THAT:

We must reflect all the contents, criteria and curriculum standards in our programming, so that it doesn´t lack any compulsory element.

 B) METHODOLOGY

• What methodology should we use?

• What are we asked to use?

• Is it worth that we want to use? Do we have the means for it?

  C) THE INSTRUMENTS, EVALUATION PROCEDURES AND QUALIFICATION CRITERIA.

Student learning in accordance with the evaluation criteria set out in curriculum and general guidelines set out in the curriculum realization.

• How will we evaluate?

• What procedures will we use?

• What tools will we use?

• AND NOW LET´S START THE SYLLABUS.

STEPS:

1. Make a diagram with the didactic units, sequenced along the

course.

2. Distribute assessable learning standards corresponding to each unit.

3. Move them to your model of Syllabus unit titles and standards.

4. Complete with the contents and evaluation criteria as appropriate.

5. Define the evaluation instruments and tools of each standard.

6. Rate each standard so that basic or essential standards have more weight than the rest (Rubrics).

7. Complete the remaining sections of the teaching program.

• Sections of syllabus (Art 25.3 of the decree):

A) Sequence and timing of contents evaluation criteria, learning standards, assessment instruments for standards

B) Competence area profile.

C) Measures to stimulate interest and the habit of reading and improve written and oral expression.

D) Teaching resources.

E) List of additional activities for school year.

F) Achievement indicators process education and teaching practice.

3.3. What to choose for syllabus design, didactic materials or textbooks?

At some point before we start planning a syllabus we have to decide wether we choose to use texbooks or curricular materials to work with our pupils. Historically, the main pedagogical instrument that has been used for teaching has been the textbook. It is easy to verify the omnipresence of textbook culture, an element that different authors, like Chall & Connard (1991) perceive they have been the essence of schooling. However, this hegemony of textbooks for this purpose does not already have a pedagogical justification, but has mainly other reasons. In fact, numerous criticisms of textbooks have been done. Some of them begin already by their own denomination - "text" books -, which reveals its wanting to reflect the settled truth, with no space for flexibility or adaptation to the different circumstances of the children. This is, somehow, in contradiction with the spirit of the laws approved during the last two decades which offer a discourse of an open and flexible curriculum and the autonomy of teachers and schools.

According to the study by Rodríguez Diéguez (1998) they found out that despite of the attitudes against the textbooks, its acceptance, the awareness that it is an irreplaceable instrument, appeared as common among teachers and also parents.

Nowadays we have extraordinary possibilities to use, create and share curricular materials and resources as an alternative to textbooks. In many of our schools, in

resource centers or universities, we have at our disposal teaching units, or many diverse materials elaborated by teacher teams, renovation movements pedagogical, NGOs or other organizations. And of course, not to mention the incredible potential we have withthe use of the ICT and its applications to clasroom teaching.

Indeed, if we plan an open syllabus and adapted to the needs of our students, it will come along to have the possibility to choose many materials and resources. Though there are many reasons to go towards a change, there are many reasons to give advice to the teachers who are going to use a texbook, especially the starting ones. Textbooks should be the first step for beginning teachers towards their path to a more flexible programming, directly based on the legislation and the needs of their students.

In case the teacher decides to choose the use of a textbook, here are some advices about how to do it based on the proposal of Stacia Levy.

HOW TO SELECT A FOREIGN LANGUAGE TEXTBOOK

What book a teacher uses—or doesn't use—reveals a lot about his teaching style and curriculum. So, how should we deal with choosing a good textbook for our class? There is a process that will ensure picking out a strong, if not ideal, textbook.

1.- Get information about Your Students

Find out as much as possible before starting your work with the class of students. Meet your colleagues and exchange information about your students. Read reports of previous teachers if there is no possibility to meet them. Organize the data about your students. How old are they? What level of English speakers? Are they long-term residents or newly arrived? Getting the answers to these questions will provide you with important information you will need to choose proper materials.

2.- Get to Know Publishers and Their Websites and Representatives

It is through these channels that you will get the most up-to-date news on what's available. You can also sign up to receive print or electronic updates on their merchandise. Some major publishers for ESL are Pearson Longman, Heinle & Heinle, Cambridge University Press, and Oxford University Press. They all have websites on which you can view material. Many also offer a traditional paper catalogues as well.

3.- Select Options

Once you know something about your students, and you know some of the publishers, you can begin checking out some of the materials. Most publishers divide their materials by level and skill.

Once I have either the book itself or pages for view on my computer screen, what should I look for? There are several features you should consider in making the final selection.

Final Considerations in Selecting a Text

1) What is the ratio of print to pictures?

Is there too much dense print for students to comfortably read? Are there too many pictures and graphs and print to really process effectively? There should be a comfortable balance between print and nonprint material: For a reading class, for example, I wouldn't want tons of dense print but also no more than one image or graph per page.

2) What kind of activities are students asked to do with the text?

How will it fit into your overall class? An ESL textbook is not just for Reading or writing. Interaction between peers is especially important in an ESL class, it should have questions related to the topic to practice all the skills.

3) What other features does the book offer?

Are there CDs or DVDs? Are they extraordinarily expensive? Is the textbook itself expensive? Weigh the value of the text against the cost. Make sure that you, your students, and the school are getting good value for the money.

4) Is the text part of a series?

Many ESL texts come in leveled series. If you like the text, and it is part of a series, this can be helpful to your ESL program, or your class, as students would have a uniform text and activities across levels.

5) Is there a website?

Many ESL books, especially if the book is one of a series, have accompanying websites. They usually have supplementary activities for practical English, pronunciation, vocabulary, and grammar games. These sites are especially helpful for the students who finish their work quickly and need some extra activities to keep busy.

A lot of considerations go into choosing the right textbook. However, by knowing where to go and what questions to ask, the teacher can pick out the right text for his class to keep pupils motivation.

UNIT 4. SECOND LANGUAGE LEARNING

Firstly, we are going to see what first, second and foreign Language mean when we talk about language learning.

A person's second language or L2, is a language that is not the <u>native language</u> of the speaker, but that is used in the location of that person. In contrast, a <u>foreign language</u> is a language that is learned in an area where that language is not generally spoken. For instance, in Spain, a native Spanish speaker in the Basque Country would have Spanish as L1 and Basque as L2. The first language would be his mother tongue and the second langauage for him would be the other language used in this zone.

More informally, a second language is any <u>language learned</u> in addition to one's native language, especially in context of <u>second language acquisition</u>

A person's first language is not necessarily their dominant language, it is "the first language learned in childhood" which can remain or not (Language attrition).

L2 acquisition vs. L2 learning

The distinction between acquiring and learning was made by Stephen Krashen (1982) as part of his Monitor Theory .

According to this theory, the acquisition of a language is a natural process; whereas learning a language is a conscious one.

The study of how a second language is learned/acquired is referred to as second-language acquisition (SLA).

<u>Factors affecting L2 learning</u>

We can distinguish the following factors with influence in language learning, which can be internal o external ones:

<u>A. Internal/ individual</u>

1. **Age**.- fluency and comprehension, critical period hypothesis. The age is an important factor that influences the learning a foreign language. The younger the person is, the easier it is for that person to learn the new language. This is a direct influence on fluency and comprehension. The critical period hypotesis focuses on the fact that there is an age above which it is more difficult to learn a new language.

2. **Aptitude**.- it is compound of four sub-components (Carroll, 1991) Phonetic coding ability/ Associative memory / Grammatical sensitivity / Inductive language analytic ability.

3. **Motivation and Attitude**.- -L2 contexts: There was found that attitude correlates with success in second language learning. Having foreing language contexts were found to have weaker correlations than motivation and attitude in a successful language learning.

4. **Personality**.- SELF-ESTEEM: EXTROVERSION: ANXIETY: RISK-TAKING: create novel utterances. But: Threshold level. SENSITIVITY TO REJECTION: antithesis of risk-taking behaviour. No significant relationship was found. EMPATHY: ability to put oneself in another's place. INHIBITION: GLA Factors affecting SLA success TOLERANCE OF AMBIGUITY: Significant correlations: a language.

5. **Cognitive Style**. According to Reid (1995) it is defined as "an individual"s natural, habitual, and preferred way(s) of absorbing, processing, and retaining new information and skills. Knowing the different cognitive styles of the pupils allows teachers to increase their efficiency by presenting material in different ways, in order to offer a varitey of multisensory, different learning activities that meet the needs of the different learning styles (Oxford & Ehrman, 1993). It is an aspect of a teacher's responsibility to "modify the learning task they use in their classes in a way that may bring the best out of particular learners with particular learning styles" (Cohen & Dörnyei, 2002) The three main cognitive styles (Kagan, Moss and Sigel, 1963) have an influence in the way a person learns a language.

6. **Hemisphere specialisation.** The human brain is a complex, interconnected system. Its functions include processing of sensory information, planning, decision making, coordination, motion control, positive and negative emotions, attention and memory.

The main field of specialization of the left hemisphere is the logical thinking. It dominates while performing the following functions. The left hemisphere of the brain is responsible for language skills. It controls speech, reading and writing abilities, spelling, memorizing facts, names and dates. It is responsible for analytical thinking, literal understanding of words, sequential processing of information and mathematical capabilities.

The main field of specialization of the right hemisphere is intuition. It is responsible for the following functions: perception of non-verbal information, spatial orientation, musicality, understanding of metaphors, emotions, multitasking and parallel processing of information

7. **Learning Strategies.** According to Amirbakzadeh Kalati (2016) they play essential roles on students' understanding information and solving problems. Not being aware of how to use them may lead to students' failure. Learning strategies are not observable directly. The strategies can be cognitive, meta-cognitive and social (collaborative learning).

B. External

 1. **Learning and Teaching Contexts.** We can distinguis between natural and formal learning contexts. Dell Hymes (1972) concluded that knowing what happens outside the schools is necessary to understand what goes on inside. He stated that "the key to understanding language in context is to start not with language but with context … (and then to) systematically relate the two". There are two main research lines studying the importance of learning context within SLA. One line Long (1997) assumes that it is important to provide an understanding of the acquisition process in psycholinguistic terms relatively independent of external factors (e.g., sociolinguistic variables or the particular methodology employed in a

classroom). On the other hand Firth and Wagner (1997) concluded that the best predictive models of SLA consider the interaction of social activity and psycholinguistic elements.

2. **Teaching a second language: Effects.** The metastudy analizing research and findings from investigations into the effectiveness of L2 Instruction (Norris & Ortega, 2000) indicated that "focused L2 instruction results in large target-oriented gains, that explicit types of instruction are more effective than implicit types, and that these interventions result in large effects. Further finding suggest that the effectiveness of L2 instruction is durable".

3. **Input and interaction: How these elements affect learning.** In the interactional approach to L2 input proposed by Long (1981), input is defined as "the linguistic forms (morphemes, words, utterances)—the streams of speech in the air—directed at the non-native speaker" (Long, 1983), whereas the "analysis of interaction means describing the functions of those forms in (conversational) discourse" (Long, 1983, p.127).

In L2 interaction, the ro1e of comprehensible input (Krashen 1982, 1985) in L2 acquisition is essential. Krashen (1985, p.2) argued that L2 learners acquire language by understanding input with structures one stage beyond their level of competence. Comprehension is achieved by the means of extralinguistic information of the context.

Krashen's formulation of comprehensible input have produced controversy (Gregg, 1984; McLaughlin, 1987; White, 1987).

Long (1996) has shown, that there are different factors involved in L2 learning; being interaction just a facilitative one. The sources of learning are quite complex. Although interaction can provide a structure fostering input to become important, interaction is not likely a cause of acquisition.

4.1. Language Acquisition & Language Learning

Psycholinguists are interested not only in the means by which children come to master a native language but also in the means by which competent adult speakers learn to speak a foreign language. In both cases, it is of interest to determine what psychological mechanisms support the acquisition of linguistic ability.

The distinction between acquiring and learning was made by *Stephen Krashen* (1982) as part of his *Monitor Theory* . According to it: The *acquisition* of a language is a natural process. *Learning* a language is a conscious process. The study of how a second language is *learned/acquired* is referred to as *second-language acquisition* (SLA).

What is language acquisition?

Acquiring language is a subconscious process. It's the act of internalizing language to which you have been exposed to, without the deliberate memorization of a word and its definition. With acquisition, you don't need to be aware of the learning process, though it helps.

Therefore, learners need to be able to parse (analyze grammatically) speech to hear where a word starts and stops and to decode the alphabet to see words on a page. Language 'input' can then be turned into language 'intake' which is acquired and *transferred from short to long term memory*.

Without the decoding and parsing abilities, language *acquisition may not take place* for language learners in an immersion setting.

What is language learning?

Learning is a conscious activity. (like looking up a word in the dictionary). It's also what happens when we learn rules about how language works or purposefully study lists of vocabulary and grammar forms. There are certain intervals which make learning new material more efficient. Meeting a word in context can provide higher retention rates for learned material over time.

Acquisition vs. learning

Many English _language learners are told_ that language acquisition vs. language learning is more effective. That's why most people believe immersion is guaranteed to teach you a language. Immersion is essentially acquisition in its purest form. You rely on the environment to provide input.

Enrolling in a language class entails deliberate learning vs. language acquisition from your surroundings. Indeed, _some language acquisition will happen_ as a by-product (posters on the classroom walls, the teacher's repeated use of a certain phrase) but most language will be learned through memorization and _direct study._

A balanced approach to language teaching is neccessary.

Learning, as opposed to acquisition, is standardly held to involve both _explicit and implicit psychological processes_:

Explicit learning: the learner will be consciously aware that he has modified his knowledge base.

Implicit learning: there will be a change in the learner's knowledge base but this will be outside his/her conscious introspection .

Key issues in second language acquisition research

One of the salients, according to Lenneberg (1967) is the critical period.- The author proposed two related hypotheses:

1) Certain biological events related to language development can only happen in an early stage of development called the critical period.

2) Certain linguistic events must happen during the critical period in order for language development to proceed normally. A good example of that would be the case of Victor, Wild Child of Aveyron, found in the forrest in the late XVIII Century. The doctor, *Jean Marc Gaspard Itard*, proposed the development and implementation of a program of treatment and education of the child. The care given to the child improved his physical condition and her sociability, but linguistic progress was very scarce.

The case of Genie, who was deprived from language from 1 to 13 years (Curtiss, 1988), illustrates dissociations between linguistic components. After rescue, Genie showed quick development of vocabulary and communicative skills, although her syntax and intonation remained rudimentary even after prolonged exposure

One ultimate attainment Study is the one conducted by Johnson and Newport (1989)[24]: Chinese and Korean who had acquired English as an L2. (AOA). prior to puberty, analyzing differences. The subjects were tested on a wide variety of structures of English grammar, using a grammaticality judgment task. Test analyses demonstrated a clear and strong advantage for earlier arrivals over the later arrivals. Test performance was linearly related to age of arrival up to puberty; after puberty, performance was low but highly variable and unrelated to age of arrival.

Non-generative theories of L2 acquisition

Acculturation/Pidginisation Approach (discussed in Towell and Hawkins 1994) The greater the social distance between the learner and native speakers of the language, the greater the likelihood that the learner will fail to achieve native-like competence. So, the quality and quantity of input is key to the learner's eventual success in mastering the L2.

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[24] Johnson, J. and Newport, E. (1989). Critical period effects in second language learning: The influence of maturational state on the acquisition of English as a second language. Cognitive Psychology, 21(1), pp.60-99.

If social distance remains a feature of the learner's experience, then his/her knowledge of the L2 may stabilize (or fossilize) at some level short of full competence.

Generative theories of L2 acquisition

There are three basic viewpoints involvement of Universal Grammar (UG) in L2 learning.

A. No access to Universal Grammar. UG principles and parameters manifest in L2 learning only in so far as they are represented in the native language and the adult learner has no conscious access to this knowledge (Clahsen & Muysken, 1986) L2 learners of German (verb placement).

B. Full and/or direct access to UG (Flynn 1984, 1987), UG principles are available in L2 acquisition and parameter-resetting eventually takes place.

The Dual Access Hypothesis (Felix 1985: The Competition Model, discussed in Ellis 2001) Adult learners have *access to UG* but are also able to make use of *general problem-solving abilities* that children acquiring L1 lack.

C. Partial access to UG (see, e.g., Schacter 1996, Hawkins 2001, Ch. 2) A hybrid approach to L2 acquisition, which shares features of both no access and direct access theories. UG principles are assumed to be available just as in L1 acquisition.

4.2. Overview of the different approaches and methods in L2 teaching

Theoretical Orientations to L2 Methods & Approaches

There are basically four general orientations among modern second-language methods and approaches:

1. STRUCTURAL/LINGUISTIC: Based on beliefs about the structure of language and descriptive or contrastive linguistics.

2. COGNITIVE: Based on theories of learning applied specifically to second language learning. Focus is on the learning strategies.

3. AFFECTIVE/INTERPERSONAL: Focuses on the psychological and affective pre-dispositions of the learner that enhance or inhibit learning.

4. FUNCTIONAL/COMMUNICATIVE: Based on theories of language acquisition, often referred to as the "natural" approach.

What is a teaching method?

A way of teaching a language, based on systematic principles and procedures, that is an application on views on how a language is best taught and learnt.

MAIN L2 TEACHING METHODS

The Communicative Approach

The classroom is devoted primarily to activities that foster acquisition of L2. Learning activities involving practice and drill are assigned as homework. The instructor does not correct speech errors directly. Students are allowed to respond in the target language, their native language, or a mixture of the two.

The focus of all learning and speaking activities is on the interchange of a message that the acquirer understands and wishes to transmit, i.e. meaningful communication.

Grammar-Translation Approach

Historically used in teaching Greek and Latin. The approach was generalized to teaching modern languages. Classes are taught in the students' mother tongue, with little active use of the target language. Vocabulary is taught in the form of isolated word lists. Elaborate explanations of grammar are provided. Reading of difficult texts is begun in an early stage. Little attention is paid to the content of texts (exercises in grammatical analysis). The main drills are exercises in translating disconnected sentences. Little or no attention is given to pronunciation and in general to the oral skills.

Direct Approaches

Developed as a reaction to the grammar-translation approach in an attempt to integrate more use of the target language in instruction. Lessons begin with a dialogue using a modern conversational style in the target language. Material is first presented orally with actions or pictures. The mother tongue is NEVER used. There is no translation. The preferred type of exercise is a series of questions in the target language based on the dialogue/narrative. Questions are answered in the target language. Grammar is taught inductively. (i.e. Verbs). Advanced students read literature for comprehension and pleasure (not analyzed grammatically). The culture associated with the target language is also taught inductively.

Audiolingual Approach

Based on the principles of behavior psychology. It adapted the Direct Method, (Reading Approach lacks). New material is presented in the form of a dialogue (language learning is habit formation). It fosters mimicry, memorization of set phrases and over-learning. Structures are sequenced and taught one at a time. Grammar is taught inductively. Skills are sequenced: Listening, speaking, reading and writing are developed in order. Vocabulary is limited and learned in context. Teaching points are determined by contrastive analysis between L1 and L2. There is abundant use of listenings and visual aids. Pre-reading period. Great importance is given to precise native-like pronunciation. Use of the mother tongue discouraged. Successful responses are reinforced.

Other methods

Community Language Learning.- Curran, C.A. (1976). It is a counseling-Learning method. The students work together to develop what aspects of a language they would like to learn and the teacher is a counsellor.

Reading Approach.- Selected for practical and academic reasons. For specific uses of the language in graduate or scientific studies.

The Silent Way.- Gattegno, C. (1972). Begins by using a set of colored rods and verbal commands to get introduced into the new language.

Functional Notional Approach.- Finocchiaro, M. & Brumfit, C. (1983). Global concept of lang. into units of analysis in terms of communicative situations

Total Physical Response Approach.-Asher, J.C. (1979). Skills through the kinesthetic sensory system. The key is understanding before speaking.

The Natural Approach.- (Terrell 1977; 1982: 121). This approach incorporated the "naturalistic" principles researchers had identified in studies of second language acquisition. The Natural Approach grew out of Terrell's experiences teaching Spanish classes. He elaborated a theoretical rationale for the Natural Approach with Stephen Krashen, drawing on Krashen's influential theory of second language acquisition.

Hypotheses: 1. The acquisition-learning distinction hyp. 2. The natural order of acquisition hyp. 3. The monitor h. 4. The input hyp. 5. The affective hyp. 6. The filter hyp. 7. The aptitude hyp. 8. The first language hyp. 9. The textuality hyp. 10. The expectancy hyp.

4.3 Current Communicative Approaches: Task based Aprroach, M.I. & CLIL.

Task-based approach versus "Present Practice Produce"

In recent years a debate has developed over which approaches to structuring and planning and implementing lessons are more effective: task-based learning approach (TBL) versus more traditional Present, Practice, Produce (PPP) approach. A PPP lesson follows this structure: First, the teacher sets the item of language in a context/meaning. This can be done in different ways: through a text, a situation build, a dialogue etc. The students go through a controlled practice stage (repeat target items - choral and individual drilling, fill gaps or match sentences). At last, there is a production stage, which is a 'free practice' stage. Students are given a

communication task and are expected to produce the target language for completing it. Among the problems with PPP we can highlight that students can be unconfortable and not secure, there might be not production, and an unnatural language can turn out.

Task-based approach

Offers an alternative. In a TBA lesson the teacher doesn't pre-determine what language will be studied. The lesson is based around the completion of a central task. The language studied is determined by what happens as the students complete it. The TBA lesson follows certain stages:

Pre-task.- The teacher introduces the topic and gives the students clear instructions on what they will have to do at the task stage.

Task.- The students complete a task in pairs or groups using the language resources that they have, as the teacher monitors.

Planning.- Students prepare a short oral or written *report* to tell the class what happened during their task.

Report.- Students then report back to the class orally or read the written report. Teacher quick feedback on content.

Analysis.- The teacher then highlights relevant parts from the text of the recording for the students to analyse.

Practice.- Finally, the teacher selects language areas to practise based upon the needs of the students and what emerged from the task and report phases. The students then do practice activities to increase their confidence and make a note of useful language.

Advantages of this approach: students are free of language control, there is a natural context, the students needs are considered.

Content and Language Integrated Learning (CLIL)

CLIL is an umbrella term (which covers a range of concepts) describing both: learning another (content) subject such as History or Mathematics through the

medium of a foreign language and learning a foreign language by studying a content-based subject.

In ELT, forms of CLIL have previously been known as 'Content-based instruction', 'English across the curriculum' and 'Bilingual education'.

Why is CLIL important?[25]

With the expansion of the EU, diversity of language and the need for communication are seen as central issues. Even with English as the main language, other languages are unlikely to disappear. Some countries have strong views regarding the use of other languages within their borders. With increased contact between countries, there will be an increase in the need for communicative skills in a second or third language.

Languages will play a key role in curricula across Europe. Attention needs to be given to the training of teachers and the development of frameworks and methods which will improve the quality of language education

The European Commission has been looking into the state of bilingualism and language education since the 1990s, and has a clear vision of a multilingual Europe in which people can function in two or three languages.

How does CLIL work?

The basis of CLIL is that content subjects are taught and learnt in a language which is not the mother tongue of the learners.

Knowledge of the language becomes the means of learning content

Language is integrated into the broad curriculum

Learning is improved through increased motivation and the study of natural language seen in context. When learners are interested in a topic they are motivated to acquire language to communicate. CLIL is based on language acquisition rather than enforced learning

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[25] Retrieved from: https://www.teachingenglish.org.uk/article/content-language-integrated-learning. Published under the terms of use of the British Council for non-commercial purposes. © 2018 British Council.

Language is seen in real-life situations in which students can acquire the language. This is natural language development which builds on other forms of learning

CLIL is long-term learning. Students become academically proficient in English after 5-7 years in a good bilingual programme.

Fluency is more important than accuracy and errors are a natural part of language learning. Learners develop fluency in English by using English to communicate for a variety of purposes. Reading is the essential skill.

The advantages of CLIL

CLIL helps to: Introduce the wider cultural context, prepare for internationalisation, access International Certification and enhance the school profile, improve overall and specific language competence, prepare for future studies and / or working life, develop multilingual interests and attitudes, diversify methods & forms of classroom teaching and learning and increase learner motivation.

CLIL in the classroom

CLIL assumes that subject teachers are able to exploit opportunities for language learning. The best and most common opportunities arise through reading texts. CLIL draws on the lexical approach, encouraging learners to notice language while reading.

The treatment of the lexis has the following features: Noticing of the language by the learners, focus on lexis rather than grammar, focus on language related to the subject, level and grading are unimportant, pre-, while- and post-reading tasks are as appropriate in the subject context as in the language context.

The future of CLIL

Learning a language and learning through a language are concurrent processes, but implementing CLIL requires a rethink of the traditional concepts of the language classroom and the language teacher. Obstacles:

Opposition to language teaching by subject teachers. The lack of CLIL teacher-training programmes. Still too many experimental programmes.

CLIL is based on language acquisition, but in monolingual situations, a good deal of conscious learning is involved, demanding skills from the subject teacher.

Some aspects of CLIL are unnatural (appreciation of the literature and culture of the learner's own country through a L2).

Where is CLIL happening?

CLIL has precedents in immersion programmes (North America) and education through a minority or a national language (Spain, Wales, France), and many variations on education through a 'foreign' language.

Euro-funded projects show that CLIL or similar systems are being applied in some countries, but are not part of teacher-training programmes. There has been an increase in the number of schools offering 'alternative' bilingual curricula, and some research into training and methodology. Several major European organisations specialising in CLIL projects have emerged, including UNICOM, EuroCLIC and TIE-CLIL.

In the UK the incentive comes from the Content and Language Integration Project (CLIP) hosted by CILT, (the National Centre for Languages) which is the UK government's centre of expertise on languages. (French in Primary curriculum, U. Of Nottingham).

Nowadays it is every time more widespread throughout Spain. Many schools according to the national and regional laws are developing bilingual programs where CLIL plays a basic role.

UNIT 5. TEACHING ENGLISH TO YOUNG CHILDREN: HOW TO ORGANIZE LESSONS IN A COMMUNICATIVE WAY

How Young Learners Learn a Language

Our understanding of the processes of second language learning has changed considerably in the last 30 years. We have a better understanding of the processes, the interaction between the learner and users of the language, a collaborative creation of meaning, creating meaningful and purposeful interaction through language, negotiation of meaning as the learner and his or her interlocutoarrive at understanding, learning through attending to the feedback learners get when they use the language, paying attention to the language one hears (the input) and trying to incorporate new forms (communicative competence) and trying out and experimenting with different ways of saying things.

The Kinds of Classroom Activities That Best Facilitate Learning

With Communicative Language Teaching CLT began a movement away from traditional lesson formats where the focus was on:

There is a mastery of different items of grammar and practice through controlled activities such as memorization of dialogs and drills, and toward the use of pair work activities, role plays, group work activities and project work.

Among the key factors of change we can find: the change of roles of teachers and learners in the classroom, new proposals for a communicative syllabus. There are two types: a skills-based syllabus: focuses on the four skills. A functional syllabus: functions the learner should be able to carry out in English.

Classroom Activities in Communicative Language Teaching: Accuracy Versus Fluency Activities

Activities focusing on fluency	Activities focusing on accuracy
- Reflect natural use of language - Focus on achieving communication - Require meaningful use of language - Require the use of communication strategies - Produce language that may not be predictable - Seek to link language use to context	- Reflect classroom use of language - Focus on the formation of correct examples of language - Practice language out of context - Practice small samples of language - Do not require meaningful communication - Control choice of language

Different kinds of practice in classroom from the point of view of the meaning: Mechanical, Meaningful, and Communicative Practice.

Mechanical practice: controlled practice activity students can successfully carry out without necessarily understanding the language they are using.

Meaningful practice: an activity where language control is still provided but students are required to make meaningful choices when carrying out practice. I.e. to practice the use of prepositions to describe locations of places (street map with various buildings in different locations/ a list of prepositions).

Communicative practice: activities where practice in using language within a real communicative context is the focus, where real information is exchanged, and where the language used is not totally predictable.

Information-Gap Activities

An important aspect of communication in CLT is the notion of information gap. In real communication, people normally communicate in order to get information they do not possess. This is known as an information gap. (A/B pairs of students) Jigsaw activities

These are also based on the information-gap principle. Typically, the class is divided into groups and each group has part of the information needed to complete an activity. The class must fit the pieces together to complete the whole.

Task-completion activities: puzzles, games, map-reading,

Information-gathering activities: student-conducted surveys, interviews

Opinion-sharing activities: activities in which students compare values, opinions,

Information-transfer activities: Read instructions on how to get from A to B, and then draw a map

Reasoning-gap activities: These involve deriving some new information from given information through the process of inference, practical reasoning, etc.

Role play: activities in which students are assigned roles and improvise a scene or exchange based on given information or clues.

Methodological issues

Emphasis on Pair and Group Work: Most of the activities discussed above reflect an important aspect of classroom tasks in CLT, designed to be carried out in pairs or small groups. Through completing activities in this way, it is argued, children will obtain several benefits.

The Push for Authenticity: Relationship between classroom activities and real life.

Process-Based CLT Approaches –Content-Based Instruction and Task-Based Instruction.

Product-Based CLT Approaches – Text-Based Instruction and Competency-Based Instruction.

The latest trends in comunicative classrooms have to bear in mind the following aspects:

1. Learner autonomy

2. The social nature of learning

3. Curricular integration.

4. Focus on meaning.

5. Diversity.

6. Thinking skills.

7. Alternative assessment.

8. Teachers as co-learners.

5.1 Practising the 5 skills to develop the communicative competence in children.

The communicative model of learning a language requires a practical teaching planning, which has to be adapted to the age of our pupils and different from the old grammar-translation teaching. It is grounded in accordance with the principles of modern linguistic theories and to the new psycholinguistic and didactic findings on how languages are learnt. In this way it is designed for the needs of language teaching with primary school children. Within this insight, the use of the skills is basic. The skills we are going to practise with our children are:

Skill 1: Listening

Skill 2: Speaking production

Skill 3: Speaking interaction

Skill 4: Reading

Skill 5:Writing

The goal of the 5 skills is to achieve the communicative competence (Dell Hymes, 1966). According to Osama A. Al-Mossawi "Communicative competence is a term in linguistics which refers to a language user's grammatical knowledge of syntax ,

morphology , phonology and the like, as well as social knowledge about how and when to use utterances appropriately"[26].

Canale and Swain (1980) and Canale (1983) "understood communicative competence as a synthesis of an underlying system of knowledge and skill needed for communication"[27]. Thus, within communicative competence, knowledge refers to the knowledge, both conscious and inconscious, of an individual about language and other factors of language use. In addition, their concept of skill refers to how an individual can use the knowledge in actual communication. The communicative competence is defined in terms of abilities or skills which have to be trained and enhanced. The five skills described are as follows:

1. Listening

Among the five skills, probably listening is the one which seems to be harder and more difficult to deal with. Learners commonly find it harsh and dislike listenings, especially in exams. There is a lot of pressure to understand every single word and their meaning in the context. To achieve the aims of this skill, the teacher´s role and steps are: to help pupils prepare for the listening task properly before they hear the text itself. First of all the teacher must ensure that the pupils understand, to encourage pupils to anticipate what they are going to hear, during the listening the pupils should be able to concentrate on understanding the message and finally, when pupils have completed the activity, ask for answers from the whole class, avoiding to put individual pupils under pressure.

2. Speaking production and 3. speaking interaction

First, we have to take into account that the level of language input (listening) must be higher than the level of language production (speaking) expected of the pupils. In primary schools there are two main types of speaking activities:

a) Songs, chants, and poems, encourages pupils to mimic the model they hear on the audio pods.

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[26] Retrieved from http://qu.edu.iq/repository/wp-content/uploads/2017/05/engs-65.pdf
[27] Retrieved from https://hrcak.srce.hr/file/42651

b)The games and pair work activities on the other hand, although always based on a given model, encourage the pupils to begin to manipulate the language. Generating spontaneous speech, using L1 or structures like "How do you say?"

4. Reading

In order to make reading an interesting challenge, it is important that pupils do not labour over every word, (skimming the text for general meaning or scanning it to pick out specific information). Things to keep in mind are: when choosing texts consider not only their difficulty level, but also their interest or their humour, with listening activities, it is important to spend time preparing for the task by using the illustrations, pupils' knowledge and key vocabulary, while reading, move around the class providing support (use context and illustrations), do not encourage pupils to read texts aloud (except for a play or a poem), it inhibits most pupils.

5. Writing

In primary schools, EFL pupils progress from writing isolated words and phrases, to short paragraphs about themselves or familiar topics. Many pupils at this level are not yet capable either linguistically or intellectually of creating a piece of written text.

It is important that time is spent building up the language they will need and providing a model on which they can then base their own efforts (parallel text, guide, cues). Mistakes will be frequent, encourage pupils to correct them, decorate their written work, etc.

How can the skills be used together effectively?

The five skills work as a team when the activities that require their use are designed to support learners in the process of learning, creating and producing a specific product. Below we find some examples of activities that integrate the skills:

<u>Self-introduction</u> takes the answers to a series of personal questions and sequences them into a self introduction, for this the teacher uses pictures modeling (speaking) to one or two of their peers, then to the class. This activity can be adapted to become a regular warm-up activity

<u>Reading and retell.</u> First, learners select a book or story at their own level and read it. Learners are then given a template to follow to summarize their thoughts about the story (writing). They select two or three illustrations from the book to help them tell the story. Partners listen and complete a feedback checklist (writing). After, they switch roles.

Why are integrated skills activities useful?

Integrated skills activities in the language classroom serve many valuable purposes: they give learners scaffolded support, opportunities to create, contexts in which to use the language for exchanges of real information, evidence of their own ability (proof of learning) and, most important, confidence.

Some more cues

1. Teaching should help pupils actively engage in communication in a foreign language:

(a) To experience the joy of communication in the foreign language.

(b) To actively listen to and speak in the foreign language.

(c) To learn the importance of verbal communication.

(d) To deepen the understanding of the language and culture.

5.2. Classroom Language & Classroom Management.

A) CLASSROOM LANGUAGE

When teaching a L2, the goal of a teacher is to use as much of the target language as possible. When reviewing a day in the classroom, one of the most frequent ways that language is used is in the daily routines. Classroom language is the routine language that is used on a regular basis in classroom like giving instructions of

praise, for example "Take out your books" or "Please sit down". This is language that teachers are used to using and students are used to hearing.

Knowing these _language basics_ reduces students´ mother tongue and increases the amount of the target language. The language classroom environment becomes more authentic.

Why can teaching classroom language pose a challenge?

It is common that teachers may experience difficulties when trying to integrate classroom language into a lesson. The difficulty often lies in that many foreign language teachers learned the language themselves after childhood (not exposed to authentic classroom language or a particular effort to seek out the correct language). Teachers have to be able to create the most authentic experience for their students, who often fing difficulties when the form in the target language does not make sense in their mother tongue; (must learn to accept that theywork in different ways).

How can classroom language be taught?

There are some strategies teachers can use in order to facilitate the learning: teaching the students the classroom language in a scaffolded way (with short commands, "Sit" to longer, "Sit down please" eventually students can learn alternate phrases that mean the same think, for example "Take a seat".

Make sure the students know what this language is for. That these forms are meant to help use the language in the most natural way possible. Once you introduce the concepts, use them as much as possible so the students become accustomed to them and eventually are able to use them as well. Use prompts such as language ladders or visuals to help students learn and remember the classroom language. Some examples of classroom language are as follows:

THE BEGINNING OF THE LESSON (greeting, general contact questions)

SIMPLE INSTRUCTIONS (Find a partner, raise your hand, form a line, listen)

THE END OF THE LESSON (It's time to stop, see you on…).

THE LANGUAGE OF SPONTANEOUS SITUATIONS (Good luck, I´m sorry, well done, How do you say, Can I go to the washroom?…)

THE LANGUAGE OF CLASSROOM MANAGEMENT (Make groups of…, have you finished?Do the next activity…) Giving instructions, sequencing, supervising.

THE LANGUAGE OF ERROR CORRECTION (Very good, right, fair,say again, not exactly, you have improved).

B) CLASSROOM MANAGEMENT

It is important to take some steps before we focus on the management of our classrooms. The tips proposed by Steve Patton[28] (2014) can be a useful guide. First, he advices to enter the class with a well-planned lesson. Because probably students will notice on signs of anxiety or nervousness on your part (remaining relaxed and confident is a key component). The solution is quite easy: feeling prepared. Especially when a teacher starts out for the first time, make sure that the lesson plan is detailed. Some elements which should be included: A clear goal for your lesson –(I.e: By the end of this lesson, students will be able to do…). A fair idea on how much time each task of your lesson will take, notes on how you'll give the instructions properly, definitions for potentially new vocabulary you'll have to explain, extra activities in case your lesson takes less time than planned. All of this will help you feel secure and prepared and stay active and avoid get off topic or confuse students. The key is presenting yourself with confidence, even if you don't necessarily feel confident at first.

Confront Problems Immediately: no matter how prepared a teacher is and how efficiently you may organize your classroom, you will eventually encounter some students who are going to be difficult. How exactly you deal with this will depend on your teaching style and the culture you're teaching in -but no matter what, don't be afraid, and always keep your cool. In some cases, talking to the students' parents might be an appropriate decision.

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[28] Retrieved from: https://www.gooverseas.com/blog/classroom-management-strategies-for-esl-teachers

Prevent Potential Problems In Advance: The best classroom management strategy we can use as teachers is prevention. If you can identify students without interest, or with difficulties or some misbehaving on an early stage, and are able to give them additional attention, you might be able to eliminate most problem behaviours before they occur.

There are factors like boredom which can lead to distracted behavior too. Sometimes more advanced students can be disruptive. If you are able to identify such cases and provide them with more enriched material or ask them to peer teach students with more difficulties.

Change What You Can, Don't Stress About The Rest

Sometimes, things are beyond what we can control. Our classroom might not be a model of proper behavior, with attentive, silent, enthusiastic students providing you their admiration every day. This is ok. That doesn't mean that they aren't learning or they don´t like you.

If you find yourself with a group being a challenge to manage, see if you can transform their extra energy into an alternative learning potential. Try to turn a negative fact into a positive one. From time to time, what looks like chaos at first can be turned into a creative group full of learning opportunities. Don't be afraid to try new paths. Teaching is a great chance to try new ideas and to face challenges.

5.3. Assessing Students

On October 8, 2014, a novelty appeared in the annex 6 of the draft of the Castilla La Mancha order that says "It is recommended that the weight of the qualification of the essential standards won´t be less than 50% ". This makes the weight ratio 1-4 (standard normal-essential standard) more recommendable

than the proportion 1-3 proposals. Thus, only in Mathematics and Ed. Physics (and Artistic Ed. per hundredths) the weight of the essential standards would be below that 50%.

How to assess with standards and not to die in the attempt!

First step: decide the weight of the standards. Decide the weight (maximum rating) that will be given to each type of standard so that the basic or essential standard has more weight than the normal standard (double, triple etc.).

Second step: the rubrics.

- Rubrics are used to rate the degree of achievement of a standard.

- It is advised that they have a range to avoid the bias of qualifying only with the central value to most students who do not stand out positively or negatively in the level of achievement of the standards.

- Range heading for a weight (maximum rating) of 1:

  0.25 (insufficient achievement).

  0.5 (insufficient achievement but close to the statement).

  0.75 (achievement above the statement).

  1 (excellent achievement).

- For weight 3, the rubric would be: 0.75, 1.5, 2.25, 3.

Agree the standard weight in the center normal-standard essential. This proportion in the weight must be agreed in each school to be the same in all areas and throughout the stage, so that the different areas contribute equally to the assessment of the level of acquisition of competences by each student.

- There are several options of standard weights: give the standard normal a maximum value of 1 and the basic or essential standard a maximum of 2, 3, 4, ...

- There is an opinion that the sum of the "weights" of the essential standards should be 50% and normal and higher standards the other 50%. Neither the decree nor the order state it. Only that an essential standard should weigh more than a normal standard. This 50% would be a good proportion but it is not necessary and sometimes it is very difficult to achieve reaching exactly 50%:

- Another option to balance would be to add or remove essential standards in all areas to establish an equivalence between normal and essential standards in all areas. For example, triple the normal standards that essentials and that the weight of these becomes 3.

Evaluation instruments

- For each standard we must establish the instrument with which we will evaluate it. The same instrument can evaluate several standards. This is advisable because it simplifies the evaluation. It is not advisable for the same standard to be evaluated with several instruments because it makes evaluation more difficult. Examples of **evaluation instruments** can be: direct observation, written texts, pupils presentations, etc.

Daily record of qualifications.

Once the standards of each training unit, its weight, its rubric and the instruments with which it will be evaluated are established, we should register the assessment of the level of achievement of each student when the standard is assessed through the rubric, that is permanently. We don´t have to wait to assess till the end of the term.

- For this registration it is advisable to have a double table (reflecting the students, and the standards) done in paper, or digitally (Word or Excel). Once we get used, it is recommended in Excel because it allows us to make sums, percentages, averages, etc.

- Why on a daily basis?: Because, for instance 18 standards x 25 students x 5 areas (average of a tutor) are 2,250 records and it does not seem cautious to perform hundreds of records in the last days of a term.

How to asses repeated standards.

If a same standard is evaluated in several evaluations (which is not advisable but sometimes happens to be necessary or unavoidable) it is not advisable that an arithmetic mean of the obtained qualification be obtained.

- As standards happen to be progressive, the student's mark in these repeated standards will be determined by the level of achievement at which the student arrives at finish the course. That is, the standard added to the final mark is the last one.

- For the same reason, if the standard has been repeated in several units of the same term, only the last measured will be added for the evaluation of that term.

- There are standards that are worked in most sessions. An example in Spanish Language, in third grade, Content Block 1. 1.3: 'To follow the rules for communicative exchange, respect and consideration for the ideas of others, attentive listening and respecting the turn to speak'.

- For these cases, even if a standard is used in many units, It is advisable to rate it only once, unless the student fails, the we can assess it more than once. We don´t need to specify how many times the standard has been evaluated.

Particular situations.

When a student can not be evaluated with any of the established evaluation instruments, we will proceed as follows to assess the standards:

- In case of having previous registers or tests, of the same course, the mark obtained in them will be used for those standards.

- When any of the learning standards had not been evaluated prior to the same school year, the teacher will choose the evaluation instruments and the student will perform a test that allows to evaluate those standards.

- In case that it is not possible to assess the degree of acquisition of a learning standard by no means, the rating will be zero.

- According to the provisions of article 14.1 of the Royal Decree 126/2014, the appropriate measures will be established, so that the conditions of carrying out the evaluations are adapted to the students with specific educational needs.

- When a meaningful curricular adaptation is made, using different contents, evaluation criteria and assessable learning standards of a

a student with special educational needs, the evaluation will take as a reference the assessment level in those adaptations to the ordinary curriculum.

UNIT 6 ICT IN THE FOREIGN LANGUAGE CLASSROOM: DEVELOPING THE SKILLS BY MEANS OF ICT AND MULTIMEDIA TO ENCOURAGE THE STUDENTS' AUTONOMY.

The term Information and communication technology (ICT) was defined by the Dutch Social and Economic Council (Sociaal-Economische Raad, SER, in Dutch) to name "technologies which are being used for collecting, storing, editing and passing on information in various forms"[29] (SER, 1997).

6.1. Using Technology in Foreign Language Teaching. A brief review

As we have seen along this handbook, language learning happens to be a multi-faced reality and challenging adventure. In order to be more efficient, language-teaching has to put the stress in reducing the time invested by the learners to learn the foreign language. That´s why bringing together innovative methodologies with instructional technologies has called the attention of many teachers and researchers.

Computers were introduced for the first time into language learning in the early 1960s[30]. The teaching of the second half of the XX century was nuanced by the use of auxiliary technical means, within which the computer played a main role, as a result of the advantages it brought into teching. As technology has progressed, new and more effective methods for the teaching process have been developed.

CALL (Computer Assisted Language Learning).

Computer-assisted language learning (CALL), was defined by Levy (1997: p. 1) as "the search for and study of applications of the computer in language teaching and learning".

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[29] Retrieved from http://www.leeds.ac.uk/educol/documents/00001201.htm

[30] Retrieved from https://www.cambridgescholars.com/download/sample/61911

CALL includes a number of information and communications technologies and their implementation to the teaching of languages. There are several programs, some considered more traditional or outdated, like the drill-and-practice ones. They were very common in the sixties and seventies of last century. Nowadays, a new range of CALL possibilities have appeared. School environments based on virtual learning or Web-based distance learning are some examples of its possibilities. It also extends to the use of corpora and concordancers, interactive whiteboards, (Schmid, 2009) Computer-mediated communication, also known as CMC (Lamy & Hampel, 2007) language learning in virtual worlds, and MALL, which stands for mobile-assisted language learning (Shield & Kukulska-Hulme, 2008).

There are many professionals keen on extending the use of those technologies. In favour of it they claim on the the advantages of using them when teaching and learning languages. More recently, the CALL denomitation has changed into information and communication technology (ICT).

6.2. Benefits and Challenges Of Using Technology

Benefits of ICT.

The use of computer technologies in language teaching puts the stress not on technology but rather on the learner. This helps to supply a pupil-centred learning environment. It facilitates teachers to present their lessons in many different ways and this results into a higher motivation of students. Among the ICT tools we can highlight: computers, PPT presentations, multimedia applications (scanning, recording, researching) hypermedia tools, interactive video/video conferencing, computer simulations, computer-assisted tutorials and Web-based learning.

We can list the ICT advantages as follows:

- They can be helpful to increase the motivation of the students. They much more attractive for them and much more enjoyable. They use regularly ICT, so they are easily handled in this environment and they find it closer to their interests.

- In addition, virtual environments offer tools to create groups in which students can share knowledge (social networks, blogs, etc.) and create workspaces where they interact workingwith documents at once (Google Drive, One Drive, Dropbox, etc.). It can improve the communication, using tools such as group chats, forums, email, blogs, aso.

- For teachers, it facilitates the organization of classes and to share content with pupils. The ICT also offer learning tools that stimulate pupils creativity.

- They can develop critical thinking by having different sources with different points of view on a subject, students can get a more complete view of it.

- One of the most interesting advantages posed by ICT is that the space or time barriers are brought down, since it allows not instantaneous communication with people from different cultures.

Challenges Of Using Technology.

The expanding and fast growth of ICT has to be taken into account in the field of education and particularly in foreign language teaching. The new generations are digital natives and therefore technologically skilled since they are toddlers. This fact has increased the benefits of using ICT. In order to achieve the full benefits of ICT in FL teaching, certain conditions have to be met: 1) The presence of a *solid infrastructure*: computers, fast Internet connection, secure platforms. 2) Expertise and continued *teacher training,* which has been found to be critical for the success of technology use in the language classroom (Pirani, 2004; O'Neill, Singh, & O'Donoghue, 2004; Baylor & Ritchie, 2002)[31].

We list below some of the disadvantages and threats of ICT:

- They generate greater distractions, there is a lot of information and alternatives, that makes it easier to get distracted, which implies more risk to waste the time.

- The levels of addiction may increase. To become aware of ICT implies to be able to control the level of addiction they generate, especially in the younger persons.

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[31] Retrieved from https://www.cambridgescholars.com/download/sample/61911

- Generates isolation, although they can become a tool for socialization, the abusive use of ICT on an individual basis generates less contact in the physical world, among people.

- Learning how to use and filter the information. There is a lot of information on the digital media which is false or incomplete. Pupils have to be educated to use critically the ICT. They have to know how to contrast the contents and learn to look for reliable sources of information.

- Another threat is cyberbullying through networks. It might be one of the greatest risks posed by ICT. The lack of physical contact with other people, can imply less assertiveness and can lead to this type of actions. Likewise, the possibility of creating false profiles and hiding the identity in networks can cause situations of risk for pupils in networks.

- Lack of privacy, though the use of ICT, our intimacy is exposed, due to the amount of personal information that we share in the networks. Especially in the case of children, this can result in becoming the target of stalkers. It is necessary to raise awareness on the fact that it can be risky to share certain types of information through the networks.

Obstacles Of Using Technology

The first obstacle starts with the teachers. If they haven´t enough skills in using technology, especially on a clasaroom level, they may probably choose not to use ICT, independtly from having or not those resources at school. As a result, "teachers' attitudes towards technology use in the language classroom have also been found a main determiner of the degree of technology integration in the curriculum and of its success" (Albirini, 2006; Al-Senaidi, Lin, & Poirot, 2009). Management teams have to be involved and foster the teacher training in ICT.

Summing up, technology is having a great impact on our societies, although with its pros and cons. Undoubtedly, well used ICT will keep on producing more benefits than disadvantages and this is what we have to focus on, being positive,

although trying at once to improve the benefits and reduce the cons by training our pupils to use them efficiently.

6.3. ICT and Teaching the Skills

The use of ICT allows pupils to have an almost unlimited access a variety of texts. This aid happens to be a valuable help to choose the target audience and stheir aims.

Research suggests that using ICT in the English curriculum can:

● Improve writing and reading skills

● Develop speaking and listening skills

● Support collaboration, creativity, independent learning and reflection.

English teachers can maximise the impact of ICT by ensuring that both, they and pupils:

● Use ICT as an integral part of lessons

● Present ideas dynamically and in a range of media

● Understand visual literacy.

Benefits for Pupils´ Skills

SPEAKING AND LISTENING

The computer can be an effective catalyst of talk both at the screen and away from it. Talking books help pupils with emergent language or literacy skills interact with the story and enhance both their vocabulary and text comprehension.

Digital video production can help develop a range of social learning skills, including communication, negotiation, decision-making and problem-solving

Pupils use more abstract and sophisticated language when talking about films they have created using digital video.

READING

Reading interactive storybooks can help primary school pupils to expand their vocabulary and gain insight into the structure of narrative texts. Using ICT can

enable pupils to understand, visualise and interpret difficult texts with graded difficulty.

There are learning gains in areas of phonological awareness, vocabulary development, reading comprehension and spelling.

Computer-assisted reading support systems can be effective in supporting secondary school pupils with reading failure.

WRITING

Writing development can be accelerated and enhanced by access to word processing. ICT supports reflective writing and improvements in pupils' reasoning ability. Editing digital video films can improve pupils' literacy skills, especially their understanding of narrative when developing their writing skills when it comes to reading subtitles or writing them for a class work.

Pupils who use word processing in combination with teacher guidance significantly improve their writing, as do pupils who write for a real audience using the internet or email.

Factors for effective ICT use teaching skills.

It is important to realize that there are some factors which can enhance our ablity as teachers to use ICT effectively.

Teachers need to grasp the meaning of visual literacy is and reconsider what learning to read and write means nowadays. The digital background has created a new kind of literacy which affects not only children and teenagers but also adults.

When considering professional development, it has to be taken into account the insight of the teachers about what teaching and learning means in relation to ICT, in addition to their skills, attitude and use of, ICT.

It is basic that teachers identify how ICT can be adopted to meet specific objectives within the English *curriculum* to improve pupils' achievements.

Teachers need to have sufficient ICT skills, regular use of ICT resources and access to reliable technical support.

Teachers need to understand that successful use of ICT depends on other factors such as pupils' work in the classroom away from the computer and the ways they interact when doing different activities.

Seizing all those factors will have a positive effect on the pupils´ autonomy.

6.4. Some Examples Of ICT Resources and Methods.

Laptops.

Together with the first desktop computers, they were the first tools that came to the classroom after the overhead projector, the slide projector, the TV or the video. As other tools, it allows work individually and in groups and motivates students in an excellent way.

It is a good learning supplement for children to internalize what they have learned about any particular topic or even to acquire new knowledge. There is a growing number of more high quality pedagogical programs, software and applications to be used in schools.

Tablets.

They are devices with an intermediate size between a laptop and a mobile phone. Some schools have incorporated tablets to work on some subjects due to their potential, as they have better portability and are more intuitive than laptops. On the other hand, they do not need as many accessories as laptops, which means saving money to families and schools.

Their functions are similar to other devices, although the main difference is in the interactivity through the screen, which can be handled easily with the fingers.

Electronic books (e-books).

An e-book is a publication available in digital form, consisting of text, images, or a combination of both[32]. It can be read on computers or other electronic devices. They are tools with digital textual content for which a screen must be used. Normally its use in the classroom is accompanied by other types of content such as audiovisual or online contents.

Its use in the classroom has brought some controversy at an educational level, as some people consider that its use in the classroom may replace the paper in every way and that, therefore, it would bring more problems into the learning process of the children. However, like other tools, they offer great benefits in the teaching-learning process.

Flipped Classroom.

According to Bergmann and Sams (2012), who are regarded as some of the pioners of the flipped classroom methodology "A flipped classroom starts with one question: What is the best use of your face-to-face class time?[33]"

For any teacher the answer will be different because the insight about what education has to be and what a class is, differs enormously among teachers.

The authors refer to these commonalities as "Flipped Class 101." In Flipped Class 101 the lecture or direct instruction is delivered at home via videos that teachers create, and that which has traditionally been done as homework is done in class. This flip or exchange of time and place that lecture and homework are released is the most basic form of the flipped class. There is value in this simple flip which has been helpful for many teachers, transforming their lessons and clasrooms into centers of learning and engagement.

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[32] E-book. Retrieved from https://en.wikipedia.org/wiki/E-book

[33] Retrieved from https://www.acsi.org/Documents/Professional%20Development/CSE17.3%20-%20Bergmann%20-%20The%20Flipped%20Classroom.pdf

Webquest.

An inquiry-oriented activity in which most or all of the information used by students is online. By providing links necessary to complete the quest, the student is able to focus on the material rather than spend time looking for it. The five-part WebQuest (Introduction, Task, Process, Evaluation and Conclusion) promotes critical thinking.

Virtual teaching platforms (e-learning)

This is another well known tool which has increased the presence in education during the last years. It has got many benefits for students. Those virtual teaching platforms are tools that allow the student to study the subject at a distance without the need to travel to the school or training center. In the case of primary, they are mainly used to teach online courses to parents and teachers, not directly for pupils.

What are Open Educational Resources (OERs)?[34]

According to the UNESCO, "Open Educational Resources (OERs) are any type of educational materials that are in the public domain or introduced with an open license". The essence of these open materials implies that any person can legally and freely copy, use, adapt and re-share these resources. There is a wide variety f OER. We can find textbooks, notes, curricula resources, syllabi, assignments, tests, projects, audios, videos and animations, among others.

For example, if you are interested in learning about Spanish Literature from a course at the Notre Dame University-Louaize, Lebanon (NDU), you can check out on the web page of this univesrsity notes, summaries and videos from these NDU courses.

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[34] UNESCO definition retrieved from: http://www.unesco.org/new/en/communication-and-information/access-to-knowledge/open-educational-resources/what-are-open-educational-resources-oers/

There have been interested experiences concerning OER. WE highlight the *Africa Health Transformation Programme*, a network in started in Africa as an OER initiative founded by experts in health science institutions througout Africa to openly share health education materials. These materials can be used by doctors and other health professionals in Africa to improve their knowledge and training. These resources are also useful for students and educators all around the world.

Another OER project, started by the Delft University of Technology in the Netherlands includes courses on producing clean water technology for developing countries. These resources have been refreshed by universities in South Africa, Singapore, the Antilles and Indonesia. They include information on water treatment processes from their regions, making a collaborative resource on drinking water engineering available online to anyone who wishes to learn more.

Currently, the most common open license is the Creative Common license (CC). A CC license is one of several public copyright licenses that enable the free distribution of an otherwise copyrighted work. A CC license is used when an author wants to give people the right to share, use, and build upon a work that they have created. CC provides an author flexibility (authors can choose to allow only non-commercial uses of their own work or any ckind of use) and protects the people who use or redistribute an author's work from concerns of copyright infringement as long as they abide by the conditions that are specified in the license by which the author distributes the work[35].

Interesting tools to be used with pupils.

One very interesting tool is **Kahoot**, an application which is going to help us to elaborate quizzes, questionaires, etc. It allows the pupils to play and have contests, individually or in groups. It can be played on computers, smartphones or tablets.

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[35] Shergill, Sanjeet (2017-05-06). "The teacher's guide to Creative Commons licenses". Open Education Europa. Retrieved 2018-03-15.

We need a good wifi connection to use it properly, as many devices are connected at the same time to the program.

Class Dojo is an application which helps teachers to manage their classrooms. It connects with parents and students and helps to control many issues, like assitance, giving information, notify events, etc.

Classroom Google is a similar program wich can be used by teachers to control different factors in their classrom and inform students and parents.

6.5 The role of ICT in international school projects (Erasmus+ and Etwinning).

The possibilities to have international school proyects and associations have been multiplied by the chances opened by the use of ICT. Finding partners throughout Europe, establishing associations, exchanges and European Union funded project has been enormously fostered by the use of digital tools.

The two main projects teachers can develop internationally are: eTwinning and Erasmus+ projects.

eTwinning is a free online community for schools in Europe managed through an internet platform. It allows teachers to find partners and collaborate on school projects working on a safe network and system. Taking part in eTwinning allows schools to:

- Increase the learning and motivation of their pupils (from 3 years in preschool to upper secondary, up to 19 years old)

- Support teachers and staff to access high quality professional development resources in order to raise standards across the whole school community.

- Search for Erasmus+ partners to carry out international projects and apply for mobility funding.

Etwinning has over half a million of registered educators across Europe and associated countries. It is currently the largest community for schools at a European level.

The schools presenting international projects in eTwinning don´t get a fund but the possibility to use the project platform in order to develop their common projects.

The other relevant program is **Erasmus+.** It is the EU programme to support education, training, youth and sport in Europe[36]. It give opportunities for schools, teachers, staff and students to travel, study, train, gain experience, and volunteer abroad[37].

As stated on the European Commission webpage, the Erasmus+ programme is managed by the European Commission (which is the EU's independent executive body), the Education, Audiovisual, and Culture Executive Agency (EACEA), a series of National Agencies in Programme countries, and a series of National Offices in some of the Partner countries.

In the EU countries, the Commission confer most of the management of Erasmus+ Programme to National Agencies. Outside the EU, and particularly in the field of higher education, this role is done by the National Erasmus+ Offices.

The economical role of the Commission is to provide a funding to the National Agencies, that use these funds to manage the programme's activities. This fact allows the Agencies to adapt the programme to accomodate their country´s education, training, and youth systems. Outside the EU, in the partner countries participating in Erasmus+ in the area of higher education, much of the work of the National Agencies is carried out by National Erasmus+Offices.

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[36] Retrieved from https://ec.europa.eu/programmes/erasmus-plus/about/how-is-it-managed_en

[37] Retrieved from: https://ec.europa.eu/programmes/erasmus-plus/about_en

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ANNEXES

ANNEX I

Resolution on the European Language Portfolio (adopted at the 20th Session of the Standing Conference of the Ministers of Education of the Council of Europe, Cracow, Poland, 15-17 October 2000)

The European Ministers of Education, meeting in Cracow for the 20th session of their Standing Conference,

CONSIDERING:

• the conclusions and recommendations of the 19th Session of the Standing Conference of the European Ministers of Education;

• Recommendation No. R (98) 6 of the Committee of Ministers to Member States concerning Modern Languages;

• Recommendation 1383 (1998) of the Parliamentary Assembly of the Council of Europe on Linguistic Diversification;

• the encouraging results of the PILOT PROJECTS conducted in 15 member States in an initial pilot phase (1998 to 2000) in order to explore the practical potential, feasibility and effects of a European Language Portfolio.

RECOMMEND THAT:

The Governments of member states, in harmony with their education policies:

1. implement or create conditions favorable for the implementation and wide use of the ELP according to the Principles and Guidelines laid down by the Education Committee;

2. Where it is decided to introduce the ELP, they:

2.1. ask a competent body (such as a national committee) to examine ELP models for compulsory education, to establish whether they meet the agreed criteria, and to forward them with a recommendation to the European Validation Committee;

• 2.2. ask the competent body to monitor compliance with the Principles and Guidelines at the national, regional, local level;

• 2.3. create conditions to enable learners to use ELPs throughout formal and informal education;

• 2.4. assist teachers in the effective use of the ELP through appropriate training programmes and support;

• 2.5. take steps to ensure that an ELP is acknowledged as a valid record of competence regardless of its country, region, sector or institution of origin;

• 2.6. facilitate co-operation between education institutions and other relevant agencies at all levels, be they public or private, with a view to the harmonious development and implementation of ELPs;

• 2.7. monitor the dissemination and impact of the ELP and report the findings to the Council of Europe regularly, and at least once every three years.

ANNEX II. EXAMPLE OF A RUBRIC FOR ASSESSING KEY COMPETENCES

COMP.	CATEGORY	Excellent (4)	Good (3)	Sufficient (2)	Needs improvement (1)
S.C.C	Respect for other teams	Everything said was respectful and appropriate.	Good understanding of how to show respect for other teams.	Respect for other teams was in evidence.	There were some issues with showing respect for other turns, such as not listening attentively.
C.F.L	Information	All information presented was clear, accurate and in English.	The information presented was clear, accurate and in English.	The information presented was in English but there were some issues with accuracy.	Information was not always accurate and English was not always used.
L.T.L	Understanding of Topic	The team learned the topic in-depth and presented their information confidently.	The team learned the topic and presented their information well.	The team understood the main points of the topic and presented those with ease.	The team did not show an adequate understanding of the topic.
S.C.C	Working with Others	Almost always listens to, shares with, and supports the efforts of others. Tries to keep people working well together.	Usually listens to, shares, with, and supports the efforts of others.	Often listens to, shares with, and supports the efforts of others.	Sometimes struggles to listen to others ideas. Needs to improve their work in teams.
D.C	Organization	Very well organized and used a digital website effectively.	Well organized with good used of the digital website.	Good organization but sometimes had problems in finding digital websites.	Improvement needed with organization and website selection.
C.F.L	Content	The final presentation has well stated purpose and it is carried out with clear and correct English.	The final presentation was well presented with a few grammatical errors and pronunciation problems.	There are times when it is difficult to understand and a number of mistakes.	The final presentation had grammatical errors which made it difficult to understand.

ANNEX III. TIMING EXAMPLE FOR A SYLLABUS WITH ITS DIDACTIC UNITS

SCHOOL CALENDAR 2016/2017

◻ Beginning/end of the school year

◻ Christmas

◻ Easter

◻ Holidays

SEPTEMBER

Monday	*Tuesday*	*Wednesday*	*Thursday*	*Friday*	*Saturday*	*Sunday*
			1	2	3	4
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OCTOBER

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NOVEMBER

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DECEMBER

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116

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JANUARY

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FEBRUARY

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MARCH

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APRIL

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MAY

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JUNE

Monday	*Tuesday*	*Wednesday*	*Thursday*	*Friday*	*Saturday*	*Sunday*
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1st Trimester:
      Unit 1. The end of the Holidays
      Unit 2. Autum is coming.
      Unit 3. Pleased to meet you.
      Unit 4. Visiting Santa.

2nd Trimester:
      Unit 5. The lost dog.
      Unit 6. A visit to London.
      Unit 7. Feelings and emotions.
3rd Trimester:
      Unit 8. Buying a new car.
      Unit 9. The city of Fairies.
      Unit 10. Our eTwinning project with Portugal.

ANNEX IV. RELATIONSHIP AMONG CONTENTS, EVALUATION CRITERIA AND ASSESSABLE LEARNING STANDARDS

Block 1: Comprehension of oral and written texts	
Evaluation criteria	**Assessable Learning Standards**
1. To apply the most appropriate basic strategies for understanding the general meaning, the essential information or the main points of the text.	1.1. Understands the specific information that is asked orally and relates it by numbers or colors.
2. To identify the topic about which a very brief and simple oral text (dialogues, songs, rhymes and narrations of up to 20 words) is treated.	2.1. Understands the theme about a narrated story accompanied by gestures and/or visual support or a simple video on the topics worked.
3. To understand the general meaning, essential information and main points in very brief and simple oral and written texts on common and concrete topics related to their own experiences, needs and interests.	3.1. Understands the general meaning of a simple oral text. 3.2. Understands the main ideas of a simple oral text on familiar subjects: days of the week and months of the year, weather, colours, numbers (1-10), geometric shapes (triangle, circle and square), classroom material, members of the family (father, mother, sibling), food and drinks, toys, parts of the face and farm animals, accompanied by images. 3.3. Understands the main idea of a written text (story) accompanied by visual support. 3.4. Identifies some of the characters, applying the basic strategies for understanding.
4. To identify specific and significant sociocultural and sociolinguistic aspects of daily life (habits, customs and celebrations) and social conventions (rules	4.1. Identifies habits, customs and celebrations from other countries (Halloween, Valentine's Day, Christmas, Saint Patrick, Pancake day, Easter, etc.) as well as

of courtesy) such as introductions, greetings...	expressions, rhymes and songs associated with them and show interest in them.
5. To apply the acquired knowledge on the significant socio-cultural and sociolinguistic aspects to an adequate understanding of the text.	5.1. Applies the knowledge related to the rules of courtesy and social conventions to promote the oral understanding of a dialogue.
6. To distinguish the function or communicative functions of the text and its most habitual exponents in greetings and farewells, presentations, questioning and answer of the same ones on personal aspects (name, age, tastes), expression of possession and quantity (toys and family) , description of parts of the face (color of eyes and hair), expression of taste and preference (favorites), classroom language and routines (asking permission, borrowing, going to the toilet ...) as well as the basic discursive patterns Conversational beginning and closing, or the points of a schematic narrative).	6.1. Understands oral questions by the teacher or his/her own classmates about his/her basic data (name, age), his/her body, objects, farm animals, his/her family and, in general, on the topics worked in the classroom.
7. To recognize basic syntactic structures and their associated meanings in common communicative situations, showing understanding when listening or reading questions and answers on personal aspects such as name, age, favourite color, expression of possession and quantity (singular / plural) in the first person and expression of taste in first person, questions and affirmative or negative	7.1. Understands what you are told in simple ordinary transactions (instructions, prompts, requests, warnings, routines).

answer.	
8. To recognize a limited repertoire of oral high frequency vocabulary related to everyday situations and habitual and specific topics related to their experiences, needs and interests such as the days of the week and months of the year, weather, colours, numbers (1-10), geometric shapes (triangle, circle and square), classroom material, family members (father, mother, sibling), food and beverages, toys, parts of the face and farm animals.	8.1. Understands the oral form of the words related to the subjects worked by locating them in posters, in the visual material of the classroom and/or the center.
9. To discriminate sound patterns, accentual, rhythmic and basic intonation through the rhymes, songs, tongue twisters, songs, riddles, cartoon series, etc. Such as accent, rhythm and intonation.	9.1. Discriminates the basic sound patterns of intonation in questions and exclamations.
10. To recognize communicative meanings and intentions in questions and exclamations.	10.1. Recognizes the meanings and communicative intentions associated with questions and exclamations.
11. To discriminate graphic patterns and basic spelling conventions such as the question mark and exclamation at the end of the sentence.	11.1. Discriminates the typical graphic patterns of the structure of questions and exclamations.
12. To recognize the meanings and general communicative intentions and with the basic orthographic convections of questions and exclamations.	12.1. Recognizes the meanings and general communicative intentions of questions and exclamations.
Block 2: Production of oral and written texts	
Evaluation criteria	**Assessable Learning Standards**
1. To talk about yourself, your immediate	1.1. Makes very brief presentations, previously

	environment, places and things, expressing your tastes and opinions using basic strategies for the production of very brief and simple monologues.	prepared and rehearsed on subjects very close to oneself (say his name and age, hair color and eyes, present his family, indicate his tastes) with an acceptable pronunciation and intonation.
2.	To participate in conversations in a simple and understandable way that require a direct exchange of information in areas of immediate need or on very familiar topics.	2.1. Responds appropriately in communication situations (greetings, very simple questions about himself, questions with affirmative or negative answers, etc.).
3.	To write very short and simple texts composed of isolated simple phrases using basic strategies such as copying basic words and formulas following a model and correctly using the spelling conventions and the main punctuation marks to talk about yourself, your immediate environment and Aspects of their daily lives, in familiar and predictable situations.	3.1. Writes notes, posters or cards from a model, copying very simple text and including drawings or photographs, copying basic conventions of start and closing.
4.	To apply the knowledge acquired on concrete and significant sociocultural and sociolinguistic aspects such as: rules of courtesy, presentations, greetings ... to an oral and written production appropriate to the context.	4.1. Uses expressions related to family or cultural celebrations (Happy birthday! Merry Christmas! Etc.).
5.	To apply the appropriate communicative functions and their most common exponents in oral texts: greetings and farewells, presentations, questions and answers on personal aspects, expressing possession, tastes and preferences, as well as describing the body and face parts and using the	5.1. Participates in conversations about yourself (name, age, favourite things, likes).

language of the classroom.	
6. To use basic syntactic structures in brief expressions of oral texts using simple formulas including pauses to search for expressions, articulate less common words and correct communication.	6.1. Uses the structures worked on when answering questions about personal aspects such as name, age, favourite color, possession, quantity (singular/plural) and expression of first-person taste.
7. To show limited control of a set of simple grammatical structures and sentence and sentence patterns within a memorized repertoire.	7.1. Writes simple sentences, related to oneself, following the given model and respecting the grammatical structure.
8. To use a limited repertoire of oral and written high frequency vocabulary related to everyday situations and habitual and specific topics related to their experiences, needs and interests: days of the week and months of the year, weather, colours, numbers (1-10), geometric shapes (triangle, circle and square), classroom material, family members (father, mother, sibling), food and beverages, toys, parts of the face and farm animals.	8.1. Uses the basic lexicon of subjects related to their own experiences, in predictable everyday contexts with visual support (images, photographs, real objects, etc.). 8.2. Copies words relating to your image.
9. To produce basic sound, accentual, rhythmic and intonation patterns.	9.1. Memorizes and recite songs, rhymes and chants accompanying them with gestures and mime with appropriate intonation.

ANNEX V. **An example of Erasmus+ project** coordinated by Nuestra Señora del Rosario School in Albacete:

Recent European History Through Personal Histories (2014-2016).

Programme: Erasmus+

Key Action: Cooperation for innovation and the exchange of good practices

Action Type: Strategic Partnerships for school education

Start: 01-09-2014 - End: 31-08-2016

Project Reference: 2014-1-ES01-KA201-004329

EU Grant: 99293 EUR

Website: http://new-twinspace.etwinning.net/web/p104330

Summary

SYNOPSIS: Researching about History doesn`t have to mean only aiming old books in silent libraries. It can also be a very practical matter helping students to understand how history affected directly their relatives´ lives and, as a consequence, themselves. In this project we have linked two different fields of knowledge: History, as the study of past events and Personal Histories which are related mainly to Autobiographical Memory research. The project will allow our students to have a better knowledge of their own countries as well as the partner countries. They will enhance the ability to implement research techniques and develop speaking skills in their own language during the survey and in English, which will be the common language. They also will make use of ICT as a mean of developing their work, using the twinspace platform as well as different tools.

CONTEXT: The adult people of our countries have witnessed amazing economical, political and social changes which have made appear new rules, habits and ways of living and organizing our societies. This has happened in a very fast way and many people have valid information reflected on their own lives.

OBJECTIVES: The main objective of this project is to establish connections between personal histories of our students' families and historical events which have taken part after the end of World War II. Our project will aim national characteristics in history. The goal is to see how historical events that have played an important role

in our nations' History are linked to people`s lives. The common aim is to research about a common topic, which are migrations. Other relevant objectives will be: improve the language skills of the students, their capacity for teamworking, their knowledge of other cultures and their use of new technologies.

PARTICIPANTS: The schools of the countries participating (Spain, Germany, Turkey, Poland, Portugal and Romania) will focus on the main historical events in every country and the common topic about migrations. For all the partners there is one main subject that plays an important role in the lives of people of all the European nations: Migrations. Since World War II ended, migration has been a fact, a problem, a question of humanity, a necessity, a need for the economical systems of some nations, a cultural challenge, a question of "good neighborhood", a question of organizing everybody's work and much more. So, all our partners will have made their experiences with the consequences or effects of migrations in their countries. The students would research in every country the following topics: For Spain, the topics will be the transition to democracy and the failed military coup of 1981. For the German group, the topics will be the foundation of the Federal Republic of Germany and the German Democratic Republic, including the existence of two German states at the same time and the German Reunification in 1990. For the Polish group the national topics would be the influence of the political and economic changes on the lives of Polish people after World War II and the social transformations that have occurred in the Upper -Silesian region since the World War II. The topics for Romania will be the Communism era and the National Economical Crisis based on the International crisis in 2008. The topics in Turkey will be the establishment of Turkish Republic and the status of Turkey after the Second World War. The two national topics for Portugal will be the 25th April Revolution (when the dictatorship ended and democracy arose) and the 10th June, as it is the day of Portugal, the poet Camões and the Portuguese Communities.

Activities: The project includes a survey which will be implemented by the pupils, asking for the consequences in family and private lives of people after certain historical events and/or global range.

METHODOLOGY: It is planned that the pupils will ask people of all ages (relatives, neighbours, friends, teachers, politicians of all kinds, etc.) about their knowledge and memories of these events and in what way these events had an impact on their private situation. Personal interviews and/or questionnaires in written form will be the important tools in order to find out the results.

During the mobilities/visits in the countries of the partners the students will have the chance of encounters with "contemporary witnesses" – either in museums or in reality. Information given by experts (In the case of Spain, the researchers of the Historical Archive from Albacete) or people directly involved may be added in order to complete the project.

RESULTS, IMPACT AND LONGER TERM BENEFITS: These results will be published in a little booklet printed by each partner. It is also considered to make a video about interviews, results and of places that symbolize special events or regulations. All the results of all the partners will be published in a common book showing the international results.

ANNEX VI **A practical example of OER:** Open Educational Resources at Notre Dame University, Louaize, Lebanon[38]

Opportunity

Notre Dame University-Louaize (NDU) in Lebanon is a Catholic private, non-profit institution of higher education organized according to the American system of higher education. The main driver for the adaptation of OER at Notre Dame University-Louaize is to take advantage of the open resources freely available online from the United States.

This opportunity was identified following the participation of the Assistant Vice President for Information Technology in the government-sponsored Alumni Exchange Program in 2014 that brought leading education innovators from the Middle East and North Africa (MENA) together with their counterparts in the US to explore opportunities and developments in the realm of the open education movement.

A key rationale for piloting OER within the context of Lebanese higher education is the need to deepen student engagement and instill the value of self-directed learning as a strategy transferable to other learning situations. Other opportunities include:

Reducing barriers to learning from ever-increasing textbook costs;

Access to quality learning material in an Arab setting, in addition to textbooks;

Substituting for the static nature of traditional textbooks by more interactive OER lessons or textbooks; and, overall,

Creation of a dynamic, shifting classroom and information with which students can interact by nature of its digital format.

Based on these goals and the exchange with colleagues, a strategic direction was established at NDU for the implementation of OER, as well as promoting a culture of openness. By increasing awareness about the use of OER among faculty, staff

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[38] Rights Attribution-ShareAlike 4.0 International (CC BY-SA 4.0).
https://teachonline.ca/tools-trends/open-educational-resources-notre-dame-university-louaize-lebanon

and students, and by strategizing the development of OER policies and practices, a new direction was determined.

Innovation

The main emphasis in the OER initiative at NDU was to make learning content more discoverable and accessible among students, faculty members, and librarians. To accomplish this, a program of systematic training, workshops, and awareness campaigns was introduced. These activities were designed to overcome potential cultural resistance to pedagogical innovation and obstacles, and to do so in the absence of any governmental policies that regulate the integration of OER in education.

The adoption of OER at NDU was institutionalized through the University-wide Strategic Plan Vision 20/20 2015-2020, which calls for continuous training of faculty members and students on the use of OER in teaching and learning.

Licensing and a Community of Practice

The University started supporting OER implementations using Creative Commons licenses. In line with this, a Community of Practice around OER was established on campus, including participants from other institutions in Lebanon. This included the creation of an OER website, which hosts Arabic language OER and information on regional initiatives, while encouraging research in the field of OER. As part of the OER implementation process in 2015, NDU signed an Affiliate Agreement with Creative Commons, to spotlight the university's commitment to open content and support training on the use of open licenses in a university setting. As an institutional affiliate of Creative Commons, the University led the way among higher education institutions in Lebanon in the promotion of open education and open access with an eye on building cooperative links with higher education institutions in the Middle East and North Africa Region.

Training for Students

A workshop for M.A. Education students was conducted in 2015; one of the outcomes was an M.A. thesis/student project with the aim of writing a textbook in Physics for Grade 10, through adapting and assembling OER linked to the

Lebanese official curriculum. The training also targeted undergraduate students. These students learned about the basics of OER and their role in constructing learning by adopting the concept of openness. This learning was presented as something that would reflect positively on their education through collaborative and constructivist learning, and through the creation of online communities for engaging in academic discussions.

Faculty Training

Training workshops to help overcome some of the potential cultural barriers that faculty face in the use of OER in teaching and learning aimed at bringing faculty members into a culture of openness, sharing and collaboration. With a focus on hands-on training, the workshops resulted in wider engagement of faculty members with OER, either as instructors or coordinators. In addition, the workshops stimulated discussions and interest in OER among faculty members. Many of these emerging OER "champions" sit on the University-wide OER Committee tasked with developing policies and procedures for OER implementation on campus.

Library Staff Training

Special training workshops were offered to staff members in the University libraries, focused on the critical role the library plays in the learning environment of NDU. The training sought to enable librarians to guide faculty members in selecting appropriate OER and integrating them into teaching and learning.

Integrating OER into Teaching and Learning

Following NDU's strategic decision to integrate OER in teaching and learning, students who enrolled in Sophomore Rhetoric, which is the University's core English requirement, were the first cohort to pilot the use of OER in the classroom. The piloting took place in 25 sections of English Rhetoric with a total student enrolment of 500. The integration of OER into this English communication course was preceded by several training workshops provided to faculty members who taught the course.

Following the successful implementation of OER in this first-year English course, training expanded to include the Faculty of Natural and Applied Sciences and faculty members started to attend regular workshops for adopting and assembling OER in sciences courses.

Benefits

To document students' experiences with OER courses, a 72-item scale questionnaire was administered to 500 students enrolled in the multi-section English communication course. The questionnaire included 5 dimensions (attitudinal, satisfaction, quality, effectiveness, and progress). Results indicated favorable attitudes towards each of the five dimensions.   The principal benefit noted by both students and faculty was the promotion of a culture of sharing and sustainability on campus. This feeling of community was reinforced when faculty and students were learning about OER together. The survey findings also showed a favorable inclination toward enrolling in courses using OER in the future.

Professors who participated in the training workshops were encouraged to create and share knowledge and resources serving the broader public, and thus fulfill a key feature of community service such as presenting in international conferences, engaging in research on OER in teaching and learning, and creating the rudiments of a sustainable Community of Practice revolving around promoting OER in educational contexts.

At the official educational level, NDU was able to establish cooperative links with the two main segments of education in Lebanon, i.e. higher education and general education. NDU signed a Memorandum of Understanding with the Center for Educational Research and Development (CERD)[1]   on June 23, 2017, to train CERD's personnel on OER and Creative Commons Licenses. In addition, NDU is working closely with the Ministry of Education and Higher Education to establish frameworks and policies to look after public interests through wider use of OER, taking the successful OER implementation at NDU as a main driver. And, of course the reduction of textbook costs was a primary motivator for students and

for faculty looking after their interests. The students' savings were significant, and more are expected as more OER courses are implemented.

Challenges

Survey results indicated several important challenges. There were major issues of connectivity as Internet service was intermittent and unevenly available, especially for students living in rural areas. Faculty noted that finding quality OER, appropriate for the courses targeted, was often problematic. After which, it took considerably more time than expected for instructors to adequately align resources with the learning objectives and learning outcomes of the course. Another challenge was in the curation of openly licensed materials from sources with different licenses, making remixing a more complex procedure than expected. In addition, the absence of policies that could be used to guide faculty members in the development and assembly of OER was noted. There is still a need at NDU for clarifying publication rights, in reference to open licensing issues. Finally, the lack of incentives for faculty, either financial or professional, was identified as a challenge impeding progress in OER implementation.

Potential

In its strategic plan, NDU clearly identifies OER as contributing to teaching and learning, and enhancing students' core competencies. The university OER committee is charged with developing a strategy for implementing OER into courses within five years. This will be accomplished through OER awareness campaigns and training sessions for both faculty and students. Progress will be assessed continuously by examining the curriculum and the outcomes of students in courses that use OER.